

Supervisory Competence and Leadership Style of Secondary School Principal in Jolo, Sulu

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Abstract: The study attempted to find out the perception of teachers on the supervising competencies of the Secondary Principal in Jolo. To determine the level of perception of teachers on their principal's competence, the researcher used a descriptive survey method through questionnaire. 173 stratified randomly sampled teachers of the (8) secondary schools in Jolo were given questionnaire to rate their respective principals. Their answers were analyzed using weighted arithmetic mean, frequency and percentage distributions, rank order and Chi-square formula to determine the significant differences. The perception of teachers on the level of supervisory competencies of the secondary school principals rated very satisfactory in terms of professional and instructional competencies as well as in measurement and evaluation skills. The supervisory leadership style of the principal or serviced by the teachers is democratic and only one principal of private school rated autocratic. There is no significant difference on the perception of teachers on the supervisory competencies and supervisory leadership styles of the eight secondary school principals in Jolo, as evaluated by their teachers. Also, the ratings between male and female principals of secondary schools in Jolo, have no significant differences in their supervisory leadership styles except in measurement and evaluation skills between male and female ratings of principals revealed a little significant difference. The rest showed no significant difference, therefore all assumptions are proven positively. Generally, it was also found, on the basis of the findings, there is still a need for the improvement of the supervisor competencies on the principals in Jolo and their supervisory leadership style should be attuned to democratic principles through harmonious human relationships to improve the classroom instruction, high performance of teachers and improve teaching and learning situations to produce better quality basic education, to the people of Sulu.

Keywords: Quantitative description, statistical tools, the research design, the research instrument, the scoring procedure, the sampling procedure.

1. Introduction

A. Background of the Study

The growing need for higher educational development in Sulu is primordial particularly for those who hold higher stake in erudition of the youth, the principals are suited people to perform the task of transforming the goals of the institution into reality. The educational trends make the school principals seemingly powerful in the implementation of programs, innovations, and similar activities toward delivering of quality basic education.

To improve their efficiency, the school administrators and teachers must strive hard in broadening their cultural horizon, pursuing graduate studies and keeping abreast in the trends, and issues in education. Professional growth shall be considered to meet the needs of the new educational program in the changing society. Also, they must provide leadership in managing the institution for a more effective teaching and productive learning of the expected beneficiaries. Likewise, the school administrators shall exert effort for the improvement of classrooms, adequate facilities, supplies, books, and laboratory equipment, as well as conduct annual evaluation of teaching efficiency of the teachers. Re-orientation program shall be emphasized in the priorities calling for administrators and supervisory officials, " who have competencies in planning, organizing, staffing, directing, coordinating, reporting, managing, monitoring, supervising, motivating, harnessing human resources, budgeting, and leading people that have been set". (Sutaria, 1984).

Supervisory competence provides the minimum standard of performance to function effectively in an assigned task possession of such dynamic quality can help secondary principals to perceived other different roles more visibly and leading them to face any challenging eventuality. According to Wiles, if any person in supervisory position is not contributing to more effective teaching and learning in the classroom, his existence in that position cannot be justified. (1950)

This study is an evaluation of perception on the supervisory competence of the secondary school principals in the municipality of Jolo, school year 2003-2004, specifically; MSU- Sulu Laboratory High School; Sulu State College Laboratory High School; Hadji Butu School of Arts and Trade, Jolo Agricultural School, Jolo School of Fisheries, Sulu National High School, Jolo National High School, Southwestern Mindanao Islamic Institute, Notre Dame of Jolo for Girls, and Notre Dame of Jolo High School Kasulutan. It encourages every school administrator to realize his potentials, as leader, weather he can function effectively, efficiently, and economically in their present status in terms of his skills, expertise, training, educational attainment and leadership style.

B. Statement of the Problem

The study was designed to evaluate the perception of teachers on the supervisory competencies and leadership styles of the

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secondary school principals of Jolo, as evaluated by the teachers in their respective schools, during the School year 2003-2004. It attempts to answer the following problems.

1. What is the perception of teachers of supervisory competencies of the secondary school principals in Jolo, in terms of;
 - A. Professional Competence
 - B. Instructional Competence
 - C. Measurement and Evaluation Skills
 - D. Supervisory Leadership Styles
 - E. Autocratic
 - F. Democratic
 - G. Free- rein
2. Is there any significant difference in the perception of teachers on the supervisory competencies and supervisory leadership styles among the secondary school principals in Jolo?
3. Is there any significant difference in the perception of teachers on the ratings between male and female secondary school principals in Jolo, in terms of professional and instructional competencies, measurement and evaluation skills as well as in supervisory leadership styles?

C. *Objective of the Study*

The study was purposely conducted for the evaluation of the supervisory competencies and leadership styles of the secondary school principals as rated by the teachers in their respective schools, during the school year 2003- 2004. More specifically, it aimed for the following objectives:

1. To determine the perception of teachers on the supervisory competencies and leadership styles of the secondary school principals in Jolo, as evaluated by their teachers.
2. To compare if there is significant difference in the perception of teachers on the supervisory competencies and leadership styles of the secondary school principals in Jolo.
3. To compare if there any significant difference in the perception of teachers on the ratings between male and female secondary school principals in Jolo, in terms of professional and instructional competencies, measurement and evaluation skills as well as in supervisory leadership styles.

D. *Significance of the Study*

Supervision is designed as a real endeavor in propelling a professional growth and stimulating development of school officials and teachers. It is believed that the study will help strengthen the present educational set up and the supervisory competencies of secondary school principals in Jolo. Specifically, this research work to realize the following considerations:

1. The study provides better understanding on the functions and responsibilities, management skills, leadership styles and competencies of the secondary school principals of Jolo.

2. The endeavor help support in their desire to maintain a "wide open " or transparent policy, leadership sharing, and practice a system approach in the management of secondary school principals in Jolo.
3. Help evaluate the performance, strength and weaknesses, opportunities and prospects, threats and obstacles in the operation and management of the different secondary schools in Jolo.
4. The study help promotes the delivery of quality basic education to the people of Sulu.
5. Gave the teachers the opportunity to evaluate constructively their school principals in terms of school management, competencies, promotion of teachers and provisions of quality graduates with moral integrity.

E. *Theoretical and Conceptual Framework*

Competence is a function of knowledge and skills which can be gained from education trainings, and experiences (Martirez and Fule, 1993). This can be developed with proper guidance and appropriate direction by the school administrators.

The principal, being the leader, can define goals and eliminate barriers to effective performance. He plays a very vital role in the management of school. This is because that no institutions or organisations can function to have effective performance in the classroom instruction in order to achieve better quality basic education.

It is the responsibility of the principal to bring unity and solidarity in the school campus. He can influence the attitudes and behaviour of the teachers. Individual competence and qualifications are the primary considerations to be considered by the school management before they will designate or assign principals and as well as the recruitment of first rate teachers.

The concept of competence is tied up with the idea of Metsger in his 1987 dissertation, that competence, are generally defined as factors which contribute to effective performance. Furthermore, with competency statement as a base, a profession may systematically analyze and evaluate the efficient performance of its member (Lipham and Hoch), 1974. Although management skills or supervisory competence difficult to define and measure except in terms of its outputs, it is still possible to observe the process and outcomes of an effective administration and supervisory situation on the school or any institution.

The concept of evaluating actual task performance and management skills and supervisory competencies of school administrators can be found on the theory advanced by (Aupe, 1989) which states that administrative officers have their own perception regarding their roles. However, on the basis of the forgoing concepts and theories, the perception of teachers on the supervisory competencies of the secondary school principals in Jolo is conducted in order to avoid biases, to be validated and verified as indicated by the teachers. Hence, in the school system administration and supervision supplement and complement each other. They are both complementary and supplementary (Gregorio, 1961). These may constitute the four (4) domains of bases for assessing and evaluating the competencies of the school principals by the teachers, namely

professional competence, instructional competence, measurement and evaluation skills as well as supervisory leadership styles.

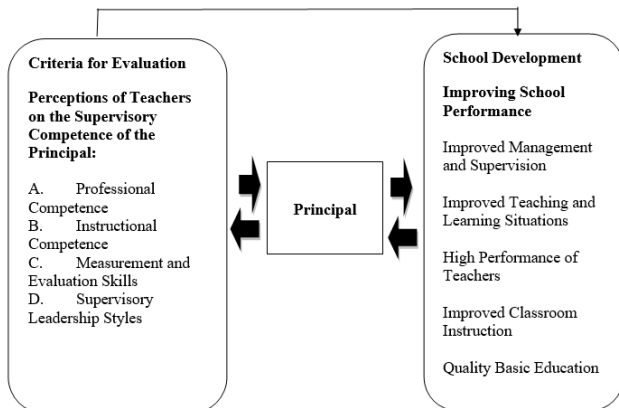


Fig. 1. Conceptual: Model of the study

Figure 1, Shows the working concept of the study. The box on the left side contains the categories on which the perception of teachers on the supervisory competence of the school principal. That is the main concern of the study or the dependent variables, the teachers rated their respective principals taking into consideration the professional instructional competence, the measurement and evaluation skills and the supervisory leadership style of concern school heads. Strength or weakness in said categories shall determine the performance of the school.

In this model, however the author being an optimist, opted to list on the right box five ideals effects of excellent supervisory competence of which, will ultimately re- downed to improved school performance. To wit: improved management and supervision, improved teaching and learning situations, high performance of teachers, improved classroom instruction and quality basic education. These indicators will in turn serve as credible criteria for future study on the competencies of school principals.

Definition of terms:

Perception of Teachers- refers to observation of teachers on the supervisory competencies of their respective school principals which was reflected in ratings.

Supervisory Competencies- refers to the managerial capability of school principal in running the school.

Professional Competence- refers to total capability of the school principal in supervising a school acquired through formal academic pursuit, trainings and experience.

Instructional Competence- refers to the skills of principal in orienting, briefing and in giving orders to his subordinates.

Measurement and Evaluation Skills- the ability of the principal to determine the performance of his teachers so that he will know who is to be rewarded and who needs intervention to improve their performance.

Supervisory Leadership Style- refers to the leadership style adopted by the school head which could utter be automatic, democratic, free- rein or laizess- faire.

Quality Education- refers to the educational standard acceptable nationally.

Principal- refers to the head of secondary school authorized to decide and implement decisions in his jurisdiction.

F. Hypotheses of the Study

The following hypotheses are hereby posed to answer the above question or problems.

1. The supervisory competencies and the leadership styles of the secondary school principals in Jolo will depend on the perception of teachers.
2. There is no significant difference in the perception of teachers on the supervisory competencies and leadership styles of secondary school principals in Jolo.
3. There is no significant difference in the perception of teachers on the ratings between male and female secondary school principals in Jolo, in terms of professional and instructional competencies, measurement and evaluation skills as well as in supervisory leadership styles.

G. Scope and Limitation of the Study

This research work is limited only to the study perception of teachers on the supervisory competencies and leadership styles of secondary school principals in the municipal town of Jolo, in terms of professional competence and instructional competence, measurement and evaluation skills as well as in supervisory leadership styles, during the school year 2003-2004.

In this study, the ten (10) Secondary school principals in the town of Jolo of both public and private were the main concerned of the study as evaluated by their respective teachers, not less than 50% from each secondary school were stratified randomly sampled for their perception on the supervisory competencies of their principals as the main respondents. It is desired to exclude the teachers and school officials who are on scholarship grant or on detailed. The substitute teachers, lecturers and students have no participation in this study. It is purely the principals and regular teachers were included in the stratified random sampling of respondents for the study.

The other supervisory function of the curriculum development, student- faculty services, financial resources, physical development, school community relationship, and several others are not included in the scope of this study.

As in any research undertaking, the author readily admits that the work suffers allowable degree of error.

2. Review of Related Literature and Studies

A. Related Literature

This chapter discusses the review of related literature and studies conducted by educators and social scientists both here and abroad, which will serve as bases for the conceptualization of the study.

In recent trends in education, much stress has been placed on the leadership aspects of the supervisory roles of school administrators relative to the upgrading of competencies in

order to cushion the morale of teachers and guide them in the improvement of teaching- learning process.

Supervisory competence is basically to provide the minimum standard of performance to function effectively in an assigned task. A real need is felt for competent and work- oriented school administrators to initiate the realization of the goals of the school leadership the major process by which supervision can influence the attitudes and behaviours of their teachers (Leveriza,1987).

Briggs and Justman said: The success result from being able to work easily with others insight, liking, and appreciating them, being able to respect and make use of their special abilities and attentions, respecting their individual rights yet being skilful in directing and coordinating individual aspires toward common ends.

Supervision implies to the improvement of the total teaching-learning situation and conditions that affect them. It is a process of stimulating growth as a means of helping teachers to help themselves (Gregorio 1961). Those who possessed of judging of role relations in the educational organization have taken an important step toward effective performance of administratorship (Lipham and Hoch, 1974).

According to Hicks (1960) that modern supervision is based on a broadened concept of leadership. The purpose of modern supervision therefore, is to supply the leadership which will help the staff members improve the instructional situation and in doing that, to grow, professionally themselves (Gregorio, 1961). Under this conditions, Wiles (1925) has noted that the improvement of teachers is not so much a supervisory function in which teachers participate as it is a teacher's function in which supervisors or principals cooperate.

Lucio and McNeil (1979) have compiled with the study of Unruh (1977) that it is.... for supervisors to exercise the authority that comes from inner strength and competencies in supervising skills. (Gregorio, 1961) has noted that the fundamental purpose of any supervisory activity is direction toward whatever improvement in the attitudes of the supervised may be contemplated aspirable in terms of group accepted standard.

Barr, Bruton and Bruchner (1974) stressed that to upgrade the professional competence toward- in - service education so that the subject administrators or principals will be improved in doing activities and improving the conditions that surrounds the learning and student's growth, he should provide an expert technical service. One supervisory technique has great potential in increasing knowledge and for upgrading the competence of teachers as well as principals is directed professional reading (Naval and Aquino, 1967).

A school supervisor or an administrator is a person properly designated to deal and interest with members of the teaching behaviour system in order to develop the quality of learning of students in the school (Good, 1945). As what Wiles and Louel (1975) pointed out that as a dispatcher, a supervisor provides skilfulness in group operation. The idea of Melchoir (1950) is concerned with the supervision of the teaching students and parents in the community. The effective school principal demonstrates democratic behaviour as he works with teachers,

students, parents, and with the community (Naval- Aquino, 1967).

Lipham and Hock (1974) to a greater extent observed that the effective administrator may be anticipated to strive energetically e.g. to accomplish and improve his performance, and in accomplishing human relations and morale. The head on the school or principal must become the leader in improving the instructional program (Chernow and Chernow,1992). School leadership is working cooperatively with faculty and supervisors on educational problems (Lorri Manasse, 1984).

According to Martirez and Fule (1993) said that leadership seeks to bring people and groups from where they are to where they have not been. Ultimately, leadership transforms potential into reality. It is necessary for effective performance. In addition, William Ouchi, a Japanese author, popularised his theory 2 in organizational teammanship. Leader asking as social facilitator and group member, centers on their participative approach to decision- making with concensus of all those who would be affected by the decision. Tannenbaum and Massarik described leadership an interpersonal influence, exercised in situations and directed through communication process, toward the attainment goals. It is proper to democratized local administration and supervision in order to promote self- growth (Gregorio, 1961) Leadership sometimes viewed as an administrator's most valuable asset (Naval- Aquino, 1967).

Since the Philippines educational system is committed to democratic values and processes, it is essential that we should have school administrators and supervisors who are attuned to democracy. Ross and Henry (1957) said that a democratic leader must be outstanding, considerate, intelligent, emotionally stable, empathetic, enthusiastic, confident, genial, cheerful, and able to share leadership role. Spain, Drummond, and Goodland emphasized the "We concept " instead of "I". There are two basic definitions of democratic leader, (1) What he is? -personal equipment, personality, character, and competence, (2) What he does? - performance and leadership, behaviour (Burr, Coffield, Jenson and Neagley, 1980).

The principal is really to facilitate teaching and learning process. It is the principal role to provide moral support to the teachers (Mackenzie, 1987). A principal must also create a climate in which teachers are encourage to have an imaginative vision of curriculum (Neagley and Evans, 1980). Likewise, principal should provide teachers with a special assistance to ensure that the transition is successful and to demonstrate his/her commitment to help the teacher (Dwyer, 1984).

Examining and evaluating the group processes help individuals and groups to identify their strengths and weaknesses. The school leader will not be able to provide leadership for all activities in a good in- service education program. Provide in- service experiences will prepare them for their leadership roles (Naval- Aquino, 1967). Larzibal (1991) said instructional competence is, consist of learning skills, guidance skills, management skills and evaluation skills. Thus, principals must be assessed on these areas to have an accurate diagnosis for their strength and weaknesses.

B. Related Studies

In addition, this chapter provides the related studies to authenticate the findings of the study, several related studies are considered such as the following.

A study conducted at the University of Florida revealed that one factor of greatest significance in differentiating between effective and not-so-effective principals was "leadership behaviour". The study also indicated that the principal's effectiveness can be increased by professional education.

Keyte (1974), contributed his research work on the kind of supervision was needed in most schools. It was revealed that what teachers want of their principal and supervisors were: 1) competent in classroom observation, 2) competent in guiding and insighting professional leadership, 3) capable of demonstrating innovative techniques in teaching; 4) capable in three aspects of management skills, namely: organizing, directing, and coordinating; 5) more informed about the needs of teachers; 6) aware of the existing problems of the school and acquiring the solutions to them, and assist teacher on instructional programming and in getting of instructional materials.

The study of Boyer (1982), was to analyse within the context of an educational setting, two interrelated design which influence organization effectiveness, leadership and motivation. The major problem under investigation was the relationship between leadership style and perceived need satisfaction of administrators.

Weber conducted a survey of the teachers of secondary schools in Northern Central Association to find out the most promising supervisory practices. He drew five conclusions from his findings. 1) the most frequently mentioned promising techniques are cooperative in character, 2) teacher participation in planning and action appears to be regarded as much more valuable than classroom visitation, personal conferences, issuing bulletins, requiring teachers to attend schools, 3) the most frequently mentioned promising techniques are those which result from teacher initiative and teacher planning, 4) participation in state-wide or nation-wide programs of curriculum study or evaluation appears to be a valuable device for educating teachers in-service; and 5) arranging for physical situations conducive to staff reading is apparently a promising technique (1951).

Cumagun made a study on the ways supervisors help or hinder teachers. She concluded that teachers want supervision, but the kind of supervision that will help them, not hinder them- the supervision that is stimulating, inspiring and democratic, and that supervisors who help them are those who are professionally trained, are sympathetic, honest, and discerning, and who works with them cooperatively and democratically (1959).

In a study conducted by Bird, teacher's estimate of the supervisor's qualities was determined. The qualities, in the order of frequency mention are: 1) kindness and sympathy, 2) systematic individual supervision, 3) cooperation, 4) executive ability, 5) professional knowledge, 6) progressiveness, 7) leadership in community, 8) reliable judgement and, 9) broad scholarship (1917).

Daham, (1983) focused on the competencies of the elementary school administrator only in Sulu. The effort aimed to determine the scope of the administrator's competencies specifically along the functional areas, his conclusion showed that: 1) elementary school administrators were moderately competent in all major functional roles, 2) they have dilemmas in performing the administrator's major function along the fine identified dimensions especially in performing both the financial- physical resources and the school community relationship.

In 1988, Aprovechar conducted his study on the supervisory competence of public elementary school administrators, in Agusan del Sur. He utilized all school leaders as the subject respondents. Some of his conclusions were: 1) as perceived by the administrators themselves, they were competent in instructional development, and moderately competent in management skills, curriculum and teacher development; and 2) with regards to the extent of association, there was high relationship among the perception by the administrators themselves in curriculum development, and there was moderate relationship among the groups in the teacher development.

A study on leadership was geared by (Aupe, 1989) on the role of elementary school administrators in Davao del Sur. The purpose of the study was to judge the limit of roles exercised by administrators. Some of the conclusions were: 1) elementary school administrators generally exercised these roles often times not on some occasions, but also in all understanding activities, and 2) a gigantic attention is needed in their roles in relation to instructional management.

The study of Aking, 1992 was to find out the supervisory competence of public elementary school principals and head teachers in the educational system for competent pursued educational goals. With it is, on the measurement used to determine at what extend the supervisory functions of the school administrators who have competencies in planning, organizing, managing, monitoring, supervising, motivating people, harnessing human resources and teaching personnel in the direction that have been set.

Sanches, in his study of supervisory practices in the public elementary school of Isabela, found that: 1) teachers like the supervisors who is friendly, helpful, cooperative, honest and sincere in human relations; 2) they like supervisor who is professionally minded, open minded, and liberal in his views, 3) they are all informs of constructive, cooperative, creative, scientific, philosophic, and therefore effective supervision (1956).

Conception, in a study conducted in Negros Oriental, found that practices in supervision fell short of realization in so far as democratic supervision was concerned as revealed by the fact that, among other things, the preparation for in-service education of the teachers was made by the supervisor himself, and that teacher's participation was only in its execution (1956).

Piñafort conducted a study on teacher's attitudes toward educational supervision. He secured the teachers' attitude in respect to 1) supervisory skills, 2) personal and social qualities, and 3) weakness of the supervisory personnel (1959).

3. Research Methodology and Procedures

This chapter provides the methods and procedures for the gathering of data to answer the research problems and to attain the aims objectives as well as to test the hypothesis that were posted in the study. It presented the research designed that determined the target respondents, the sampling design, procedures, methods of data gathering, research instrument and the statistical treatment of data.

The used of available data through library research work and descriptive survey method were used in the study. Stratified random sampling was used in data gathering of teachers. The questionnaire was the main instrument used in the evaluation and perception of teachers. Investigation, interview and actual observations were conducted also from reliable and competent people in the respective secondary schools in the town of Jolo.

A. The Research Design

The research study was conducted among the secondary schools in town of Jolo during the school year 2003- 2004. The research was designed to gathered data about the perception of teachers on the supervisory competence of the secondary school principals in Jolo.

Jolo is the capital town of the province of Sulu. Map of Jolo is shown in figure 2, with the label of area. There are ten (10) secondary schools, located in the town of Jolo. Seven (7) are public schools as MSU, SSC, JNHS, SNHS, HBSAT, JAS and JSF; and three (3) are private schools such as: SMII, NDJFG and NDJHSK.

Actual observation in the school campus were done. Oral interview and questionnaires were used in the gathering of data for the principals and teachers respectively.

B. The Sampling Procedure

The purposive sampling was utilized for the ten secondary school principals in the town of Jolo. Stratified random sampling was also used for the 50% or more faculty members from each secondary school. Actually, the target sample of the respondents were 100% of the faculty force in every secondary schools, but some teachers were not around, so only those who are present were given, and some faculty who were given the questionnaires were hesitant in answering it, and lazy or busy in their daily works, did not return the questionnaires. The researcher to see to it that the questionnaires retrieved were done 50% of the total teaching force from each secondary school.

C. The Research Instrument

The main instrument used in the descriptive survey method is the questionnaire, the rating scale and checklist for the teachers for their perception on the supervisory competencies of the secondary school principals. Oral interview was also employed to gather some information from the principals and other school heads. Actual observations in the school campus was also done during the conduction of research questionnaires.

The questionnaire was prepared to get the perception of teachers on the supervisory competencies of the principal using the rating scale for the supervisory competencies and checklist

for supervisory leadership styles, was adopted from the Leader, the JCI Philippine magazine.

The questionnaire for the faculty member was intended to measure, evaluate or assess the competence of the principals as the teacher's perception, is

- I. Supervisory Competencies: 10 questions each using rating scale:
 - A. Professional Competence
 - B. Instructional Competence
 - C. Measurement and Evaluation Skills
 - D. Supervisory Leadership Styles- 18 questions, checklist yes or no.

The Scoring Procedures:

The data gathered was rated by the following scale:

- 5- Excellence- Highly capable in performing the functional role.
- - Very competent.
- 4- Very Satisfactory- Very satisfactorily capable in performing the functional role.
- -Competent.
- 3- Satisfactory- Satisfactorily capable in performing the functional role.
- -Moderately competent.
- 2- Fair- Fairly capable in performing the functional role.
- - Slightly competent
- 1- Poor- Not capable in performing the functional role.
- - Incompetent or not competent.

A criterion reference on the ascertained mean values was replied from the Garret in interpreting the different scales developed and established. Mean values within intervals in a given distribution was spread over the entire intervals assigned based on the following categories:

Quantitative Description:

| Rate: | For the Extent of Competence | Mean Value |
|----------------------|------------------------------|--------------|
| 5- Excellence- | -Very competent | - 4.51- 5.00 |
| 4- Very Satisfactory | -Competent | - 3.51- 4.50 |
| 3- Satisfactory | -Moderately competent. | - 2.51- 3.50 |
| 2- Fair | -Slightly competent | - 1.51- 2.50 |
| 1- Poor | -Not Competent | - 0.5- 1.50 |

D. Statistical Tools

The data gathered were accumulated and analysed, by the researcher herself, with the help and correction made by her teacher in statistics, Prof. Muammar Sakili.

The following statistical tools were used:

1. Weighted arithmetic mean and rank order were used in analyzing and interpretation of the ratings of supervisory competencies of the principals as perceived by the teachers.
2. Pure arithmetic mean and percentage distribution were used in the perception of teachers on supervisory leadership styles of the principal.

3. Frequency and percentage distributions and Chi-square formula were used to determine the significant difference in the level of perception of teachers on the supervisory competencies and leadership styles of the secondary school principals in Jolo, and in determining the significant difference in ratings of principal between male and female as perceived or evaluated by their teachers.

4. Perceptions of Teachers On the Level of Supervisory Competence and Leadership Style of Secondary School Principals in Jolo

This chapter presents the analysis and interpretation of data gathered based on the research problems and hypotheses posted in the study. The presentation of data is sequentially arranged according to the order of the secondary school in Jolo that were investigated.

The secondary school teachers were asked to rate the supervisory competence of their principal, on a 1 to 5 point scale rating describing (5) as the highest point scale rating, Excellent (highly competent); (4)- Very Satisfactory (competent); (3)- Satisfactory (Moderately competent); (2)- Fair (slightly competent); (1)- Poor (Not competent) as the lowest point scale rating. The main ratings were categorized as: (5.00-4.51)- Excellence; (4.50- 3.51) very satisfactory; (3.50- 2.51) Satisfactory, (2.50- 1.51) Fair; and (1.50- 0.50)- Poor. The instrument questionnaires were consisted of 10 items on Professional competence; 10 on instructional competence, 10 items on measurement and evaluation skills; and 18 items on supervisory leadership styles, and 6 items for autocratic leadership (1, 4, 7, 10, 13 and 16); 6 items for democratic leadership (2, 5, 8, 11, 14 and 17); and 6 items for free- rein leadership (3, 6, 9, 12, 15 and 18).

Problem 1. What is the perception of teachers on the supervisory competencies of the secondary school principals in Jolo, in terms of the following functions?

- 1.1 Supervisory competencies:
 - A. Professional competence
 - B. Instructional competence
 - C. Measurement and Evaluation skills
 - D. Supervisory leadership styles

Hypothesis 1- The perception of teachers on the supervisory competencies of the secondary school principals in Jolo is *satisfactory or competent*, and the supervisory leadership styles of the principals are more on democratic styles.

Table IV. 1A to Table IV. 1D- Shows the total of perception of teachers on the supervisory competencies of the secondary school principals in Jolo.

Table IV. 2 - Shows the overall perception of teachers on the supervisory competence of the secondary school principals in Jolo.

Some private schools didn't allow the researcher to launch her questionnaire for privacy and secrecy reason. They don't allow to expose their management especially for comparison purpose.

SCHOOL- A:

The perception of teachers on the professional competence

of School- A principal. The mean and grand mean value ratings of principal as evaluated by the teachers on the supervisory competence in as far as professional competence is concerned is very satisfactory. The School- A principal rated very satisfactory (4.50) in discussing with teachers on technical problems, productivity, career development and appropriate changes in performance or behaviour and identify solutions. Innovate and create ideas and activities for school development rated also very satisfactory (3.71).

The grand mean (4.13) is very satisfactory School- A principal as rated by teachers showed 100% of the items were very satisfactory- meaning competent in performing the functional role in terms of professional competence.

The perception of teachers on the instructional competence of School- A principal. The grand mean is very satisfactory for School- A principal as rated by teachers in terms of instructional competence. He was rated excellence (4.57), very competent in disseminating information about services, regulations and policies of the school organizations, and very satisfactory (3.64) rate in encouraging teachers to participate in- service trainings to build the necessary skills in program development.

As rated by the teachers, it showed that 90% of the items were very satisfactory or competent and 10% of the items were rated excellence or highly competent. The grand mean value is (4.07) very satisfactory meaning School- A principal is competent in performing the functional role in terms of instructions.

The perception of teachers on measurement and evaluation skills of School- A principal. The mean and grand mean ratings of School- A principal as perceived by the 14 teachers on the supervisory competence in terms of measurement and evaluation skills were very satisfactory. He was perceived very satisfactory (4.21) in evaluating school work in the light of desirable educational objectives and social standard. So, with setting- up standards of attainment necessary to appraise teacher's progress in teaching and students in learning. Also very satisfactory (3.64) in encouraging the staff to form a self-evaluation checklist to judge teaching procedure and learning principles used.

School- A principal as rated by teacher showed that 100% of the items were very satisfactory. The grand mean (3.95) is very satisfactory meaning competent in performing the functional role in terms of measurement and evaluation skills.

Supervisory leadership styles of School- A principal as perceived by teachers is shown in table 1.1D. Autocratic leadership style showed more responses with 73- 34% and 5.2 mean value, higher than the average mean value of 71- 33.33% and 5.06 this means School- A principal as perceived by the 14 teachers is dominant on the autocratic leadership style. As it is also true to actual observation of the researcher based on the actuation showed by the principal himself during the conduction of research instrument. The SMII principal is more on autocratic leadership style.

SCHOOL- B:

The perception of teachers on the professional competence of School- B principal is shown in table IV. 1A. The grand mean

(4.37) is very satisfactory which means School- B principal is competent in performing the functional role in terms of professional competence as perceived by the teachers. It was also observed that the teachers in SSC Laboratory High School are all professionals and matured enough in teaching. He was also rated, Excellence (4.72) in maintaining helpful, supportive productive relationship with teachers in school, and very satisfactory (4.06) in the delegation of responsibility with commensurate authority and resources.

It can be noted also, that 30% of the items were rated excellence and 70% rated very satisfactory, this means he is capable in performing the functional role in terms of professional competence.

As shown in table 4.1B, the perception of teachers on the supervisory competence of School- B principal in terms of instructional competence is very satisfactory with the grand mean rating of 4.16, which means that he is in the capability of performing the instructional functions.

He was very satisfactory (4.44) in the dimension of information about services, regulations and policies of the school organizations. Also very satisfactory (3.61) rating in encouraging teachers to subscribe and read instructional competence of School- B principal were rated very satisfactory which means that he is competent.

The perception of teachers on the supervisory competence of the principal in School- B in terms of measurement and evaluation skills is shown in table IV. 1C with a grand mean value of (4.11) very satisfactory. It can also be noted that 100% of the items were rated very satisfactory, which means that he is competent in the performance of functional role in measurement and evaluation skills.

He was rated very satisfactory (4.44) in guiding teachers to explore and analyzes student's needs and possibilities and seek ways to satisfy them, as the highest rating. He rated also very satisfactory (3.83) in encouraging the staff to form a self-evaluation checklist to judge teaching procedure and learning principles used as the lowest mean value.

The perception of teacher on the supervisory leadership styles of School- B principal is shown in table IV. 1D. The dominant responses were shown on the democratic type of leadership with a, total responses of 92. 37% and 5.11 mean value, higher than the grand mean of 83.33% and 4.61. It can also be noted that in autocratic leadership style, the responses 83.33% and mean value of 4.61 is equal to the grand mean value. This means that although he was rated democratic but sometimes he is autocratic, which was also true to the observation of the researcher in actual situation in the campus, and as revealed in his rating in the professional competence, he got the lowest rating in the delegation of responsibility with commensurate authority and resources. School- B principal rated more on democratic style but sometimes he is autocratic especially in delegation of authority. He does the work done but not always.

SCHOOL- C:

As shown in table IV. 1A, the perception of teachers on the professional competence of School- C principal rated very satisfactory with the means and a grand mean of (4.11). This

means that he is very satisfactory and competent in the capability of performing the supervisory functional role of professional competence. As revealed in table IV. 1A, all of the items were rated very satisfactory, with (4.33) in terms of discuss with teachers on technical problems, productivity career development and appropriate changes in performance or behaviour, ad identify solutions. He was rated (3.90) very satisfactory in sequence and schedule work activities to maximize efficient use of available resources, and in delegation of responsibility with commensurate authority and resources 100% of the items were rated very satisfactory, meaning he is competent in performing the functional role in terms of professional competence.

The perception of teachers on the supervisory competence of School- C principal in terms of instructional competence is shown in table IV. 1B. The grand mean value is (4.14) very satisfactory which means that she is competent in performing the instructional functions. It can be noted that 10% of the items were rated (4. 57) excellence in terms of Disseminates information about services, regulations and policies of the school organizations. He was rated (3.81) very satisfactory in providing a socialization program, which increase the teacher's emotional self- assurance and social skills 90% of the items were rated very satisfactory, meaning he is competent or very satisfactorily capable in performing the supervisory functional role in terms of instructional competence. He has the competence in instructional role.

Table IV. 1C shows the perception of teachers on the supervisory competence of School- C principal in terms of measurement and evaluation skills. The grand mean value, were rated very satisfactory, which means that she is competent in the performance of functional role in measurement and evaluation skills of teaching and learning. It is revealed that all items were rated very satisfactory. In applying the new performance appraisal and other forms of measurement to evaluate teachers, performance rated (4.24) very satisfactory and (3.52) very satisfactory also in helping the teachers in constructing test for the purpose of measuring academic achievement of students. The grand mean value is (4.01) very satisfactory, which means that he is competent in the capability of performing the supervisory functions in terms of measurement and evaluation skills of teaching and learning's.

The perception of teachers on the supervisory leadership style of School- C principal is shown in table IV. 1C. The most dominant response as evaluated by the teachers were democratic leadership with 110- 34.16%- 5.24, higher that the grand mean value. It is also revealed that the autocratic leadership style has a reference of 107-33.23% and 5.10 mean value which is almost the same with the grand mean value. This means that although he is viewed by the teachers to be democratic, he can be also an autocratic, as revealed in the table of supervisory leadership style.

SCHOOL- D:

The supervisory competence of School- D principal in terms of professional competence is shown in table 4. 1A. Has perceived by 34 teachers. It shows that 60% of the items were rated satisfactory and only 40% of the items were rated very

satisfactory. Item number 9 rated very satisfactory with (3.76) read as delegates responsibility with commensurate authority, and (3.03) satisfactory in effectively supervise and evaluate institution of teachers. The grand mean value is only (3.37) satisfactory, which means that he is moderately competent in performing the functional role of professional competence.

The perception of teachers, were affected by some biases of 5 teachers who rated him poor. Those teachers who were very unkind and against the principal rated him poor, as observed by the researcher in the analysis of the ratings of perception of teachers.

Table 4. 1B shows the instructional competence of School- D principal as evaluated by the teachers. The mean and grand mean value were rated satisfactory, meaning he is moderately competent in the performance of functional role of supervisory competence in terms of instructions. It can be noted that item number 6 read as disseminated information about services, regulations and (3.00)- satisfactory in set- up standards of attainment necessary to appraise teacher's progress in teaching and students learning. It can be seen directly from the table that all the items were rated satisfactory. (3.23)- Satisfactory is the grand mean value which means that he is satisfactorily capable in the performance of functional role in terms of instructional competence. He is moderately competent in instructional role.

The perception of teacher on the measurement and evaluation skills of School- D principal is shown in table 4. 1C. Item number 3 read as meet teachers and other officials to assess the curriculum, textbooks, and other instructional materials was rated (3.56) very satisfactory. In helping teachers in constructing test on the purpose of measuring academic achievement of students, and in encouraging teachers to develop techniques for evaluating variety of types of student's growth as well as in setting- up standards of attainment necessary to appraise teacher's progress in teaching and students in learning were rated (3.09)- satisfactory. Only one item rated very satisfactory and rest rated only satisfactory. The grand mean rated (3.24)- satisfactory which means that the School- D principal is moderately competent in performing the functional role of supervisory competence in terms of measurement and evaluation skills. As observed during the analysis of perception of teachers it showed that there were biases among the 5 teachers who were probably against the principal and rated him poor. Some teachers are not open-minded and professional enough in their ratings.

The supervisory leadership style of School- D principal is shown in table 4. 1D as perceived by the teachers, the most dominant response was democratic style with 170- 34.62% and 5.11 mean value higher than the grand mean value of 163- 7- 33% and 4.61. Autocratic style comes next with 161- 32.79 and 4.61 and free- rein 160- 32. 59%- 4. 11. This means that although he is democratic, there are times he is autocratic and sometimes he is lax.

SCHOOL- E:

The perception of teachers on the supervisory competence in terms of professional function of principal is shown in table IV. 1A. The grand mean value is (4. 27) very satisfactory which means that he is competent in the performance of functional role

in terms of professional competence.

In consistently implement rules and policies, so all teachers understand work assignments and expectations rated (4. 50)very satisfactory. In establish priorities among school projects and activities with teachers rated (4. 00) very satisfactory. It also shows that all items were rated very satisfactory, which means that she is very satisfactory capable in performing the functional role in terms of professional competence.

Table 4. 1B shows the perception of teachers on the instructional competence of School- E principal. The grand mean value of 4. 04 and the mean value were rated very satisfactory which means that she is competent in performing the instructional functions. She got a rating of (4. 38) very satisfactory in the disseminations of information about services, regulations and policies of the school organizations. She was also rated 3. 88 very satisfactory in terms of encouraging teachers to subscribe and read professional books and magazines regularly. It can be noted that 100% of the items were rated very satisfactory which means that she is competent or very satisfactory capable in performing the functional role in terms of instructional competence.

Measurement and evaluation skills of School- E principal is shown in table 4. 1C, as perceived by the teachers. She was rated (3. 78) very satisfactory for the grand mean.

It shows that 90% of the items were rated very satisfactory, and 10% of the items were rated satisfactory (3. 50) in terms of encouraging the staff to form a self- evaluation checklist to judge teaching procedure and learning principles used. She was rated (4.00) very satisfactory in helping teachers in constructing test for the purpose of measuring academic achievements of students. School- E principal is competent or very satisfactory capable in performing the functional role in terms of measurement and evaluation skills of testing and learning.

The Supervisory leadership style of School- E principal is shown in table IV. 1D. The democratic leadership style shows more responses with 118- 35. 44% and 4. 54 mean value a little higher than the grand mean value of 111- 33. 33% and 4. 27 mean value. This means that as evaluated by 26 teachers, the School- E principal is more on democratic type of leadership style but sometimes she is autocratic, as revealed in the table of supervisory leadership style.

SCHOOL- F:

The perception of teachers on the supervisory competence in terms of professional functional role of School- F principal is reflected in table IV. 1A. The mean value and grand mean value were rated very satisfactory, which means that she is competent in performing the professional functions. It is also revealed that 90% of the items were rated very satisfactory and 10% rated excellence. In item number 6, rated (4.57) excellence in terms of establishing priorities among school projects and activities to maximize efficient use of available resources rated (3.90)- very satisfactory. The grand mean value is (4.22) very satisfactory which means that she is competent in the capability of performing the professional functions. Very satisfactorily capable in the performance of supervisory functions in terms of professional roles.

Table 4. 1B shows the instructional competence of School- F principal as perceived by 21 school teachers. The mean and grand mean value were rated very satisfactory meaning she is competent in performing the instructional functions. It can be noted that 100% of the items were rated very satisfactory. In items number 6 and 7, rated (4. 24) very satisfactory in terms of disseminates information about services, regulations and policies of the school organizations and in clearly define the functions and responsibilities of both new and old teachers. In items number 5 and 8 rated (3. 81) very satisfactory also read as provides time for groups to think and discuss problems and issues affecting instructions, and encourage teachers to subscribe and read professional books and magazines regularly. The grand mean value is (4. 01) very satisfactory which means that she is very satisfactorily competent in the capability of performing the functional role of instructions.

SCHOOL- G:

In table 4. 1A shows the perception of teachers on the supervisory competence of School- G principal in terms of professional competence. Her highest rating is (3.50) satisfactory for item no.9 read as delegates responsibility with commensurate authority and resources. Her lowest rating is (2. 78) satisfactory corresponding item no.3 as innovate and create ideas and activities for school development.

The grand mean value is (3.03) satisfactory, which means that she is satisfactory capable in performing the functional role in professional competence. It can also be shown that 100% of the items were rated satisfactory, which means that she is moderately competent in terms of professional competence.

The perception of teachers on the instructional competence of School- G principal is shown in table 4. 1B. The grand mean value is (3. 08) satisfactory, which means that she is moderately competent in the performance of functional role in instructions.

Based from the revealed results, as shown in table 4. 1B, all items were rated satisfactory. She was rated (3.33) satisfactory in terms of encouraging teachers to participate in- service trainings to build the necessary skills in program development. Item number 8 read as, encourage teachers to subscribe and read professional books and magazines regularly rated (2.61) satisfactory, which means that she is moderately competent in performing the functional role in terms of instructional competence. Satisfactorily capable in performing the supervisory functions in terms of instructional competence.

As shown in table 4. 1C the perception of teachers on the supervisory competence in terms of measurement and evaluation skills of School-G principal rated (2.77) satisfactory, meaning she is moderately competent in the capability of performing the functional role in terms of measurement and evaluation skills of testing and learning.

She was rated (3.17) satisfactory, in applying the new performance appraisal system and other forms of measurement to evaluate teacher's performance. Also, satisfactory (2.44) in encouraging the staff to form a self- evaluation checklist to judge teaching procedure and learning principles used. It can also be noted that all items were rated satisfactory, which means that the JNHS principal is moderately competent or satisfactory capable in performing the functional role of measurement and

evaluation skills of testing and learning.

The perception of teachers on the supervisory leadership style of School- G principal is shown in table 4. 1D. It revealed that there more responses in democratic style with 86- 37% and 4.78 mean value. This also means that she is dominant in democratic style. It can be noted also, that in autocratic leadership style showed a response of 76-32%-4.22 mean value. This also means although she is more on democratic style of leadership but, there are times she is autocratic as perceived by the teachers. Some said, she is also lax.

SCHOOL- H:

Table 4. 1A shows the professional competence of School- H principal as perceived by 21 Laboratory school teachers. This sample size is below 50% of the total 45 teachers. Some of them were hesitant in answering the questionnaire because they were hard headed, uncooperative and selfish in sharing their time. It took the delay of the work of the researcher for the hardest and the long awaited moment in returning the questionnaire from the uncooperative teachers of School- H. This was supposedly the school where the researcher expected the easiest way of gathering her data; but it turned out the opposite outcome, due to the uncooperative attitudes of the teachers. Only those real friends and teachers answered the questionnaire. Some teachers if asked to answer the questionnaires, got angry and felt irritated by person whom the researcher entrusted to collect the questionnaire from them.

It was revealed in table 4. 1A that 40% of the items were rated satisfactory and 60% were rated very satisfactory. Item number 4, read as maintain helpful, supportive, productive relationship with teachers in school rated (4.10) very satisfactory which is also true to interview of the principal herself. In maintaining effective community relations with other related organisations and government bodies and promote the benefit of school rated (3. 24) satisfactory, which is also true to the present situation as the community can't recognize anymore School- H in the limelight of the society. The grand mean value is (3. 57) very satisfactory which means that the principal is competent in performing her professional functions as perceived by some 21 teachers who spent their precious time in answering the questionnaires.

The perception of 21 School- H teachers on the instructional competence of their principal is shown in table 4. 1B. It can be noted that 50% of the items were rated very satisfactory and the other 50% were rated satisfactory. In dissemination of information about services, regulations and policies of the school organizations, she was rated (3. 86) very satisfactory. In providing socialization program, which increase the teacher's emotional self- assurance and social skills she got a (2. 90) rating satisfactory, which is also true to the observation of the researcher that the teachers were no longer sent to trainings, seminars and other forms of professional growth and development. The grand mean value is (3.45) satisfactory, meaning she is satisfactorily capable in the performance of instructional functions, or moderately competent in terms of instructional competence.

As shown in table 4. 1C the perception of teachers on the supervisory competence in terms of measurement and

evaluation skills of School- H principal is rated satisfactory, item number 1 rated (3.52) very satisfactory read as, apply new performance appraisal system and other forms of measurement to evaluate teacher's performance. In using process, observers, flow charts and recording observations made to obtain data for judging teaching effectiveness and in setting- up standards of attainment necessary to appraise teacher's progress in teaching and students in learning were rated (3.33) satisfactory. It was also revealed that 10% of the items rated very satisfactory and 90% of the items were rated satisfactory. The grand mean value is (3.42) satisfactory which means that she is moderately competent in the performance of measurement and evaluation skills of teaching and learning.

The Supervisory leadership style of School- H principal is shown in table 4. 1D. As perceived by 21 teachers, she is more democratic with 123-35.76% and 5.86 mean value, as dominant responses, and in free- rein style 116- 33.72% - 5.52 responses were higher than the grand mean value of 14.7- 33.33% - 5.48. This means that although she is democratic, but sometimes she is lax, which is also true to some clamour of the teachers that they were left alone with their own problems, there seems to be no help from their principal particularly in doing follow- up of their benefits from the administration.

According to some teachers, she is democratic in the sense even get responsibility delegated to some teachers. Some teachers, said she is not stable in her decisions of there are suggestions from some influential teachers, she even change her decisions abruptly. According to the principal, she wants to work in a diplomatic way and be friendly with her teachers. Her own view, she is rated to be democratic, as she answered the questionnaire.

The total perception of teachers on the professional of the 8 secondary school principals in Jolo is shown in table 4. 1A. The grand mean for the professional competence of eight secondary school principals in Jolo is 3.88- very satisfactory, which means that the principals are very satisfactorily capable in performing the functional role in terms of professional competence. It also shows that 100% of the items were rated very satisfactory. Item number 4 rated (4.18) very satisfactory, read as maintain helpful, supportive, productive relationships with teachers in schools as the highest rating. In items number 1 and 3. Effectively assess strength and weakness of teachers for staff development, and in innovate and create ideas and activities for school development were rated (3.79) very satisfactory as the lowest ratings in the performance of professional competence of the eight secondary school principals in Jolo as evaluated by their respective teachers.

As shown in table 4. 1A- the perception of teachers on supervisory competencies in terms of professional competence of the eight secondary school principals in Jolo were very satisfactory which means that the principals are competent in performing professional functions. The rank order of the principals can be seen directly from the table IV. 1A, with the School- B principal rated (4.37) very satisfactory as the highest and the School- G rated (3.03) satisfactory. Six (6) principals rated very satisfactory and two (2) are satisfactory. The secondary school principals in Jolo were competent in the

performance of supervisory functions in terms of professional competence.

The grand mean for the instructional competence of the eight secondary school principals in Jolo as perceived by their respective teachers is (3.77) very satisfactory, meaning the principals are very satisfactorily capable in performing the supervisory function in terms of instructional competence. It can be noted that 100% of the items were rated very satisfactory. In dissemination of information about services, regulations and policies of the school organizations rated (4.11) very satisfactory. In providing socialization and social skills rated (3.45) very satisfactory also but the lowest rating in the performance of principals in terms of instructional competence as perceived and evaluated by the teachers.

The total perception of teachers on the supervisory competencies of the secondary school principals in Jolo in terms of instructional competence is shown in table IV. 1B, which is very satisfactory meaning the principals are competent in performing the functional role of instructions. School- B principal was rated (4.16) very satisfactory as the highest rating among the principals. Other ranks of principal ratings in the instructional competence is reflected in table 1. 9B of the eight (8) secondary school principals, five (5) were rated very satisfactory and three (3) rated only satisfactory. The secondary school principals in Jolo is competently capable in the performance of supervisory functions in terms of instructional role and competence.

The grand mean of the Measurement and evaluation skills of eight (8) secondary school principals in Jolo by their teachers (3.66) very satisfactory, which means that the principals are very satisfactorily capable in performing the supervisory functional role in terms of measurement and evaluation skills of testing and learning. It revealed that 100% of the items rated very satisfactory. Item number one (1) read as apply new performance appraisal system and other forms of measurement to evaluate teacher's performance rated (3.83) very satisfactory, as the highest rating in measurement and evaluation skills. Encourage staff to form a self- evaluation checklist to judge teaching procedure and learning principles used is rated (3.51) very satisfactory as the lowest rating.

Table 4. 1C shows the total perception of teachers on the supervisory competence of the eight (8) secondary school principals in Jolo in terms of measurement and evaluation skills of testing and learning rated very satisfactory, which means that the principals are competent in the performance of the functional role. The rank order of the principals can be noted directly as it is reflected in table IV. 1C for measurement and evaluation skills. School- B principal rated (4.11) very satisfactory as the highest rating among the secondary school principals in Jolo. School- G rated (2.77) satisfactory rating. Five (5) principals rated very satisfactory and three (3) others were rated only satisfactory as evaluated by their respective teachers. The secondary school principals in Jolo is competent in the performance of supervisory functions in measurement and evaluation skills of testing and learning.

The total perception of teachers on the supervisory leadership styles of eight (8) secondary school principals in Jolo is referred

Table 5. 1A

Frequency and Percentage Distributions of the Perception of Teachers on the Supervisory Competencies of the Secondary School Principals in Jolo

| Perception of teachers | Professional competence | Instructional competence | Measurement and evaluation skills | Total | % |
|------------------------|-------------------------|--------------------------|-----------------------------------|------------|-------------|
| 5- Excellence | 4 | 2 | 0 | 6 | 2.5% |
| 4- Very Satisfactory | 56 | 53 | 51 | 160 | 66.67% |
| 3- Satisfactory | 20 | 25 | 29 | 74 | 30.83% |
| GRAND TOTAL | 80 | 80 | 80 | 240 | 100% |

Table 5. 1B

Significant Difference on the Supervisory Competencies, df= 4 at .01= 13.28 at .05= 9.49.

| 0 | E | 0- E | (0- E) ² | (0- E) ² / E |
|-----|-------|-------|---------------------|-------------------------|
| 4 | 2 | 2 | 4 | 2 |
| 2 | 2 | 0 | 0 | 0 |
| 0 | 2 | -2 | 4 | 2 |
| 56 | 53.33 | 2.67 | 7.13 | 0.13 |
| 53 | 53.33 | -0.33 | 0.11 | 0.00206 |
| 51 | 53.33 | -2.33 | 5.43 | 0.1018 |
| 2 | 24.67 | -4.67 | 21.81 | 0.884069 |
| 25 | 24.67 | 0.33 | 0.11 | 0.004459 |
| 29 | 24.67 | 4.33 | 18.75 | 0.7600 |
| 240 | 240 | 0 | | 5.882388 |
| | | | | 5.88 |

to table 4. 1D. The general perception of teachers on the supervisory leadership styles of the principals were democratic since it shows more responses with 871- 35% and 5.05 mean value. Seven (7) school principals of public schools are shown to be democratic and only one (1) private school shows a dominant response in autocratic style of leadership.

As shown in table 4. 1D, most principals were rated democratic. Seven (7) principals were rated democratic and six (6) of them are sometimes autocratic especially for male principals and three (3) female principals. Out of seven, one female principal shows democratic but sometimes free- rein or lax.

The highest responses were the democratic, followed by autocratic with a response of 818- 33% and 4.74 mean value. In free- rein 786- 23% and a mean value of 4.55 this means that although most principals are practicing democratic supervisory leadership style, sometimes they are autocratic.

A. Discussion

The grand mean ratings of the supervisory competence of the secondary school principals in Jolo as perceived by 173 teachers is (3.77) very satisfactory, which means that the principals are competent in performing the supervisory functions.

The highest supervisory functions performed by the principals as rated by the teachers is the professional competence with a mean rating of (3.88) very satisfactory, followed by instructional competence- (3.77) very satisfactory, and measurement and evaluation skills rated (3.66) very satisfactory. Based from the ratings obtained by the principals as evaluated by the teachers, they are competent in the performance of the functional role but not highly competent, meaning they are capable in the performance of the supervisory functions in terms of professional and instructional competencies as well as in the measurement and evaluation skills, but still they need more improvements.

Table 4. 2 shows the overall perception of teachers on the supervisory competence of the eight (8) secondary school principals in Jolo as evaluated by their respective teachers, in

terms of professional and instructional competencies as well as in measurement and evaluation skills. It can be noted that the School-B principal got the highest rating in the supervisory competence (4.21) very satisfactory, in terms of professional competence, he was rated (4.37) very satisfactory in instructional competence rated (4.16) very satisfactory and in measurement and evaluation skills (4.11) very satisfactory also School- G principal rated (2.96) satisfactory, in the supervisory competencies in terms of professional competence, she was rated (3.03) satisfactory in instructional competence rated (3.08) satisfactory and in measurement and evaluation skills she got the ratings of (2.77) satisfactory. School-G principal is moderately competent in performing the supervisory functions.

The rank order of the secondary school principals can be shown directly in table 4. 2 from the highest rating to the lowest ratings in supervisory competencies, which is also true to the output of performance on the quality of their students as revealed by some college faculty. The eight (8) secondary school principals, five rated very satisfactory and three were only satisfactory.

Actually, there are ten (10) secondary school principals in Jolo, but there were only 8 secondary school principals who allowed the researcher to launched her questionnaires. Two (2) private schools refused the researcher to conduct her questionnaire for privacy and secrecy reasons.

As shown in all tables, there are items mark (□) which means as the highest ratings and the items mark (×) is the lowest ratings.

Legend:

- School A - SMII
- School B - SSC
- School C - JAS
- School D - JSF
- School E - HBSAT
- School F - SNHS
- School G - JNHS
- School H - MSU

5. Significant Difference On the Supervisory Competencies and Leadership Style of the Secondary School Principals in Jolo

Problem 2. Is there any significant differences in the perception of teachers on the supervisory competencies and leadership styles of the secondary school principals in Jolo, Sulu?

Hypothesis: There is no significant differences in the perception of teachers on the supervisory competencies and leadership styles of the secondary school principals in Jolo, Sulu.

For the frequency and percentage distribution on the Supervisory Competencies of the Secondary School Principals in Jolo, Sulu shown in Table 5. 1A. For excellence, there were 6, 2.5%, for very satisfactory, there were 160, 66.67%, and for the satisfactory there were 74, 30. 83%. The grand total, were 240, 100%.

The Chi- square statistic with 4 degrees of freedom at .01 and .05 levels of significance requires 13.28 and 9.49 to be significant. Since the Chi- square computed value of 5. 88 is less than both critical values, the null hypothesis of no significant difference is accepted and it is concluded that there is no significant difference on the perception of teachers on the three (3) supervisory competencies of the secondary school principals in Jolo. This means, were 871 and 35. 19% and for free- rein, there were 786 and 31. 76%. The grand total, were 2, 475 and 100%.

The Chi- square statistic with 2 degrees of freedom at .01 and .05 levels of significance requires 9. 21 and 5. 99 to be significant. Since the Chi- square computed value of 4.468 is less than both critical values, the null hypothesis of no significant difference is accepted and it is concluded that there is no significant difference in the perception of teachers on the supervisory leadership styles of the secondary school principals in Jolo, Sulu. This means that these principals were rated democratic in their supervisory leadership styles.

6. Significant Difference On the Ratings Between Male and Female Principals in Jolo, Sulu

Problem 3. Is there any significant difference in the perception of teachers on the ratings between male and female secondary school principals in Jolo in terms of professional and instructional competencies, measurement and evaluation skills as well as in, Supervisory leadership styles?

Hypothesis: There is no significant difference in the perception of teachers on the ratings between male and female secondary school principals in Jolo in terms of professional and instructional competencies, measurement and evaluation skills and in supervisory leadership styles.

Table 6. A1

Frequency and Percentage Distributions on the Ratings Between Male and female Principals on the Professional Competence

| Ratings | Male | Female | Total | % |
|-----------------------|-----------|-----------|-----------|-------------|
| Excellence (5) | 3 | 1 | 4 | 5% |
| Very Satisfactory (4) | 31 | 25 | 56 | 70% |
| Satisfactory (3) | 6 | 14 | 20 | 25% |
| TOTAL | 40 | 40 | 80 | 100% |

Table 6. A-2

Significant Difference on the Professional Competence between Male and Female Ratings of Principals

| 0 | E | 0- E | (0- E) ² | (0- E) ² /E |
|-----------|-----------|----------|---------------------|------------------------|
| 3 | 2 | 1 | 1 | 0.5 |
| 1 | 2 | -1 | 1 | 0.5 |
| 31 | 28 | 3 | 9 | 0.32 |
| 25 | 28 | -3 | 9 | 0.32 |
| 6 | 10 | -4 | 16 | 1.6 |
| 14 | 10 | 4 | 16 | 1.6 |
| 80 | 80 | 0 | | 4. 84 |

Table 6. A-1 Shows the frequency and percentage distributions on the ratings between male and female principals on the Professional Competence. For excellence, there are 3 for male, and 1 for female with a total of 4 and 5%. For very satisfactory, there were 31 for male, and 25 for female with a total of 56 and 70%. For Satisfactory, there were 6 for male and 14 for female, with a total of 20 and 20%. The grand total, were 40 for Male and 40 for female, with 80 and 100%.

In 2 degrees of freedom at .01 and .05 level of significance requires 9.21 and 5. 99 to be significant, in the Chi- square statistics. Since the Chi- square computed value of 4. 84 as shown in Table 6. A-2 is less than both critical values, the null hypothesis of no significant difference is accepted and it is concluded that there is no significant difference on the professional competence male and female principal ratings.

Table 6. B-1

Frequency and Percentage Distribution on the Ratings Between Male and Female Principals on the Instructional Competence

| Ratings | Male | Female | Total | % |
|----------------------|-----------|-----------|-----------|-------------|
| 5- Excellence | 2 | 0 | 2 | 2.5% |
| 4- Very Satisfactory | 28 | 25 | 53 | 66. 25% |
| 3- Satisfactory | 10 | 15 | 25 | 31.25% |
| TOTAL | 40 | 40 | 80 | 100% |

Table VI. B-2

Significant Difference on the Instructional Competence Between Male and Female Ratings, df2 at .01= 9. 21, and df2 at .05= 5.99.

| 0 | E | 0- E | (0- E) ² | (0- E) ² / E |
|-----------|-----------|----------|---------------------|-------------------------|
| 2 | 1 | 1 | 1 | 1 |
| 0 | 1 | -1 | 1 | 1 |
| 28 | 26. 5 | 1. 5 | 2. 5 | 0. 085 |
| 25 | 26. 5 | -1. 5 | 2. 5 | 0. 085 |
| 10 | 12. 5 | -2. 5 | 6. 25 | 0. 5 |
| 15 | 12. 5 | 2. 5 | 6. 25 | 0. 5 |
| 80 | 80 | 0 | | 3. 17 |

Table 6. A-1 Shows the frequency and percentage distributions on the ratings between male and female principals on the Instructional Competence. For excellence, there are 2 for male, and 0 for female with a total of 2 and 2. 5. For very satisfactory, there were 28 for male, and 25 for female with a total of 53 and 66. 25%. For Satisfactory, there were 10 for male and 15 for female, with a total of 25 and 31. 25%. The grand total, were 40 for Male and 40 for female, with 80 and 100%.

In critical value of Chi- square with 2 degrees of freedom at .01 and .05 level of significance requires 9.21 and 5. 99 to be significant. Since the computed value of Chi- square in Instructional competence between male and female ratings of principals were 3. 17 as shown in Table VI. B- 2 is less than both critical values, the null hypothesis of no significant

difference is accepted and it is concluded that there is no significant difference.

Table 6. C-1

Frequency and Percentage Distribution on the Ratings Between Male and Female Secondary School Principals in Jolo, Sulu in terms of Measurement and Evaluation Skills

| Ratings | Male | Female | Total | % |
|----------------------|-----------|-----------|-----------|-------------|
| 4- Very Satisfactory | 31 | 20 | 51 | 63.75% |
| 3- Satisfactory | 9 | 20 | 29 | 36.25% |
| TOTAL | 40 | 40 | 80 | 100% |

Table 6. C-2

Significant Difference on the Measurement and Evaluation Skills Between Male and Female Ratings of Secondary School Principals in Jolo, df_1 at .01= 6. 64, and df_1 at .05= 3. 84

| 0 | E | 0- E | (0- E) ² | (0- E) ² / E |
|-----------|-----------|----------|---------------------|-------------------------|
| 31 | 25. 5 | 5. 5 | 30. 25 | 1. 186 |
| 20 | 25. 5 | -5. 5 | 30. 25 | 1. 186 |
| 9 | 14. 5 | -5. 5 | 30. 25 | 2. 086 |
| 20 | 14. 5 | 5. 5 | 30. 25 | 2. 086 |
| 80 | 80 | 0 | | 6. 544 |

The frequency and percentage distribution on ratings between male and female Secondary School Principals in Jolo, Sulu shown in terms of measurement and evaluation skills is shown in Table 6. C-1. No excellence ratings for both male and female ratings of principals. For very satisfactory, there were 31 for male and 20 females with a total of 51 and 63.75%. For the satisfactory, there were 9 for male and 20 for female with a total of 29 and 36. 25%. The grand total, were 40 for male and 40 for female with 90 and 100%.

The Chi- square statistic with 1 degree of freedom at .01 and .05 levels of significance requires 6. 64 and 3. 84 to be significant. Since the Chi- square computed value of 6.544 as shown on table 6. C-2 is higher than 3. 84 at .05 level of significance but lesser than 6. 64 at .01 level of significance, the null hypothesis of no significant difference is rejected and it is concluded that there is a little significant difference in the ratings between male and female principals in measurement and evaluation skills. The Male ratings of principals is higher than female principals.

Table VI. D-1

Frequency and Percentage Distribution on the Supervisory Leadership Styles Between Male and Female Principals in Jolo

| Ratings | Male | Female | Total | % |
|---------------|---------------|--------------|---------------|-------------|
| A) Autocratic | 424 | 394 | 818 | 33% |
| B) Democratic | 442 | 429 | 871 | 35% |
| C) Free- rein | 409 | 377 | 786 | 32% |
| TOTAL | 1, 275 | 1,200 | 2, 475 | 100% |

Table VI. D-2

Significant Difference on the Supervisory Leadership Styles Between Male and Female Secondary School Principals in Jolo, df_2 at .01= 9. 21, and df_2 at .05= 5.99

| 0 | E | 0- E | (0- E) ² | (0- E) ² /E |
|---------------|---------------|----------|---------------------|------------------------|
| 424 | 421. 39 | 2. 61 | 6. 81 | 0. 02 |
| 394 | 396. 61 | -2. 61 | 6. 81 | 0. 02 |
| 442 | 448. 70 | 6. 70 | 44. 89 | 0. 10 |
| 429 | 422. 30 | 6. 70 | 44. 89 | 0. 11 |
| 409 | 404. 91 | 4. 09 | 16. 73 | 0. 04 |
| 377 | 398. 09 | -4. 09 | 16. 73 | 0. 04 |
| 2, 475 | 2, 475 | 0 | | 0. 33 |

The frequency and Percentage distribution on the supervisory leadership styles between male and female principals in Jolo is shown in table 6. D-1. In autocratic style, there were 424 for male and 394 for female with a total of 818 and 33%. In Democratic style, there were 442 for male and 429 for female with a total of 871 and 35%. In free- rein style, there were 409 for male and 377 for female with a total of 786 and 32%. The grand total, were 1, 275 for male and 1200 for female with 2, 475 and 100%.

The significant difference on the supervisory leadership styles between male and female secondary school principals in Jolo is shown in table 6. D-2 with the computed value of 0. 33 of Chi- square. The 2 degrees of freedom at .01 and .05 level of significance requires 9. 21 and 5. 99 to be significant. Since 0. 33 is lesser than both critical values, the null hypothesis of no significant difference is accepted and it is concluded that there is no significant difference on the supervisory leadership styles between male and female principals. This means that the principals were rated democratic in their supervisory leadership style.

7. Conclusion

Based on the revealed results, the principals showed very satisfactory ratings in the field of their supervisory competencies in terms of professional and instructional competencies as well as in measurement and evaluation skills of testing and learning as evaluated by the teachers.

On the supervisory leadership style, most principals were viewed to be democratic by the teachers, and only one is autocratic. There is no one best way of leading the schools, because it depends on the school situations, the teachers and the principal. However, Democratic leadership style should be practiced even in private schools, and it should be improved in the public schools by practicing democratic style of leadership through harmonious human relationships, among the principals and teachers, as it is essential or basic to successful demonstration and supervision. The success and failure of secondary schools in Jolo, rest squarely upon the shoulders of the principal.

Above all, the study therefore concludes positively, since the perception of teachers on the supervisory competencies of the secondary school principals is very satisfactory, and there is no significant differences on the level of perception of teachers on the supervisory competencies and leadership styles of the principals, and the ratings between male and female secondary school principals have no significant difference, except in terms of measurement and evaluation skills which showed a little significant difference in the perception of teachers between male and female ratings of principals. Female principal ratings, is a little bit lower than the ratings of Male principals in measurement and evaluation skills. The rest, all assumptions are proven positive, no significant differences in terms of professional and instructional competencies as well as in supervisory leadership styles between male and female principals therefore this study concludes positively.

Recommendations:

- 1) The superintendents, presidents, and chancellor should

- encourage the principals to pursue graduate studies and finished. To stimulate them, for their own professional growth and advancement and to increased their competence in performing their job well.
- 2) In- service trainings for principals is highly recommended. There must be seminars, conferences, forums, and summits held in Jolo for principals and other school heads, for them to be upgraded in their competence and leadership. A comprehensive management and supervisory training program should be formulated in Sulu, to enhance the skills of the principals specifically in the field of professional and instructional competencies as well as in measurement and evaluation skills of teaching and learning.
 - 3) The principal, just strive harder to improve their ratings in order to be excellence in their performance. So their teachers will be encouraged to perform better in their job, to produce more productive teaching and learning situation, in order to deliver the right quality basic education to the people of Sulu.
 - 4) Secondary school management supervision should be improved better by the school head and principals in Jolo through harmonious human relationships not only in their respective schools but even outside and so with other school constituents, for the betterment of the educational system in Jolo, and Sulu in general.
 - 5) Teacher's cooperation is highly solicited, to improve the management of the school, for without it even how brilliant the principal is, he can't perform the job better. Harmonious human relationships in school among teachers and principals are necessary to uplift of the conditions in school. Annual evaluation of teaching effectiveness is highly recommended.
 - 6) Factors affecting supervisory competence of the principals in Jolo can be pursued by other researchers to give more attention to principals training enhancement.
 - 7) Expansion of the study in supervisory competencies and leadership styles of the secondary school principals in Sulu: as perceived by the teachers could be a laudable problem for research. Secondary schools in Sulu both first and second districts particularly the National high school could be a probable problem for more research studies, to improve the delivery, of quality basic education for all people of Sulu.

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