



## EDUCATIONAL MANAGEMENT AND SUPERVISORY SKILLS OF SECONDARY SCHOOL PRINCIPALS: A GROUNDED THEORY

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**ABSTRACT.** Principals consider school management competencies, the nature of learners, the local setting of the school, human resources, and resources of the school as factors in managing the operation of the school. To improve the quality of education, it investigated the welfare and development of its human resources and collaborate with stakeholders and the community to effectively manage the school. Educational supervision is the process of guiding and leading the teachers and students in performing their duties and functions in ensuring that the school operates efficiently. The purpose of educational supervision is to empower teachers to provide meaningful learning experiences for students. Principals apply a systematic approach to educational supervision to improve the quality of instruction and monitor the teaching-learning process. They consider teamwork, collaboration, and shared governance as ways to effectively manage the operation of the school. They consider the differences, capabilities, and willingness of the teachers and provide technical assistance in a consultative, democratic, and informed decision. Effective academic supervision should begin with good planning and effective school principals make the program a joint program of academic supervision which begins with a comprehensive needs assessment conducted jointly with the teachers. Educational management and supervision are essential for effective school operation, combining projects, programs, programs, and activities, technical assistance, resource planning, and curriculum implementation. To improve the quality of education, principals should bring stakeholders together, get their support, and act with them to implement programs, projects, and activities that will the school, especially in times of pandemic. The principal and school personnel should properly utilize school resources and see to it that learners benefit from them. Partnerships can serve to strengthen, support, and transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula. School administrators should support the professional development needs of teachers and intensify the ranking and promotion program to attract more qualified teachers. There should be continuous improvement of the management and supervisory skills of the principal to ensure the delivery of quality and relevant instruction. Educational supervision is a highly dynamic task, and it is a great challenge for principals to continuously

improve their skills and provide timely and relevant technical support to the school personnel both teaching and non-teaching.

**KEYWORDS:** *EDUCATIONAL MANAGEMENT AND SUPERVISORY SKILLS, SECONDARY SCHOOL PRINCIPALS, GROUNDED THEORY*

## INTRODUCTION

The World Bank, UNESCO, and other organizations are working to ensure that quality and inclusive education are accessible to all learners and that they are prepared for the future. Global educational policies such as Education for All, Universal Primary Education, and Universal Secondary Education are being implemented to alleviate the quality of education and prepare students for their future jobs. UNESCO is providing global and regional leadership in education, strengthening education systems worldwide, and responding to contemporary global challenges through education with gender equality as the underlying principle. The Incheon Declaration calls for a single, renewed education agenda - Education 2030 - which is holistic, ambitious, inclusive, and aspirational. The key players in the development of education are teachers, who should be equipped with the right knowledge and skills to deliver quality and relevant education.

Principals should perform their duties and functions well, and school heads and supervisors should have knowledge, understanding, and skills in management and leadership. The Department of Education has issued two landmark education policies that set professional standards for school leaders, including school leadership, instructional leadership, creating a student-centered climate, Human Resource and Professional

Development, Parent involvement and community partnership, School management, and daily operation. Principals of secondary schools in the 2nd District of Sorsogon should focus on instructional supervision and management to achieve educational goals. This study explored how conducting grounded theory research according to a qualitative approach accentuates the need to understand and explain the role of Management and Supervision skills in improving school performance.

## Key Concepts

The principals are responsible for shaping the school-wide vision and giving strategic direction that is committed to continuous school improvement and enhanced learner outcomes. The Governance of Basic Education Act of 2001 stresses that principals are expected to possess Educational Leadership which is the ability to lead in crafting a school vision including the development of curriculum, policies, and practices which provides success for all students 6. Management and Supervision of the schools are among the critical roles played by the principals. The focus of this study is the Educational Management and Supervision skills of secondary school principals. The purpose of this study is to investigate the understandings, perceptions,

and practices of principals in line with Management and Supervision. The participants of this study are purposively selected school principals from different secondary schools within the 2nd District of the province of Sorsogon during the school year 2021-2022.

### Research Questions

This qualitative study is aimed to determine the lived experiences of secondary school principals in 2nd District Sorsogon in managing the operations of their schools. The purpose of this study is to investigate the understandings, perceptions, and practices of the principals in line with Educational Management and Supervision. In this study we explore how conducting grounded theory research according to a qualitative approach accentuates the need to understand and explain the role of Management and Supervision skills particularly in improving the school's performance. After a thorough analysis of the data, it rolled out meaningful insights to answer the questions hereunder:

1. How do Secondary School Principals understand the concepts on:
  - a. Educational Management
  - b. Educational Supervision
2. How do Secondary School Principals practice their skills on:
  - a. Educational Management
  - b. Educational Supervision
3. What are the perceptions of the Secondary School Principals about the connection

between Educational Management and Educational Supervision particularly in improving the school's performance?

4. What are the perceived roles of Educational Management and Supervisory skills in improving the school's performance?
5. What Grounded Theory may be proposed to improve the Educational Management and Supervisory skills of Secondary School Principals?

### Research Process

The researcher employed qualitative, phenomenological, and grounded theory methods of research. A qualitative method was implored to explain the perceptions, experiences, and practices of the research participant along with Educational Management and Supervision. Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives.

This study is Phenomenological research derived from the Management and Supervisory experiences of the secondary school principal in the research locale. Phenomenology helps us to understand the meaning of people's lived experiences. A phenomenological study explores what

people experienced and focuses on their experience of phenomena.

To select participants for this study, the purposive sampling method was used. The researcher selected participants from their sampling frame because they have characteristics that the researcher desires and they possess the best knowledge and experiences about the research topic. The principals of the Secondary schools in the 2nd district of Sorsogon namely Barcelona National Comprehensive High School, Bulan National High School, Bulusan National High School, Gallanosa National High School, Gubat National High School, Juban National High School, Matnog National High School, Prieto Diaz National High School, and Santa Magdalena National High School during the school year 2021 to 2021 served as respondents.

The field study plan was administered, and a focus group discussion was conducted. Feedback from the field test participant was solicited to identify any ambiguities or difficult questions. The field test was recorded to determine if the timeframe was reasonable for conducting it. All questions were examined to assess if the responses are adequate in range. All questions were checked to make sure there were corresponding answers. Questions that were not answered as expected or not answered at all were revised. After analyzing the field study, the conclusion was made if the information is sufficient, or if another round of the field test is necessary. The selected subjects for the field study are School Heads in secondary schools in the Division of Sorsogon.

This study utilized focus group discussion (FGD) to gather data. Focus group discussion FGD is used as a qualitative approach to gain an in-depth understanding of social issues. The method aimed to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population. FGDs are predetermined semi-structured interviews led by a moderator. The researcher-moderator asked broad questions to elicit responses and generate discussion among the participants to come up with the maximum amount of discussion and opinions within a given period.

In this study, FGD was used to generate data on a) How Principals understand the concepts of Educational Management and Educational Supervision, b) How Principals practice their skills in Educational Management and Educational Supervision, c) Perceptions of the Secondary School Principals about the connection between Educational Management and Supervisory Management particularly in improving school's performance and d) Perceived roles of Educational Management and Supervisory skills in improving schools. The researcher facilitated the focus group discussion using the validated predetermined semi-structured interview guide.

An interview transcript file was prepared by the researcher. It contains the participants' responses to the FGD questions. The interview was audio-recorded and detailed notes were taken to facilitate data analysis. The audio of the interview was transcribed verbatim. The transcript was stored in the participant's interview file. Additional information was also stored in personal files

including records such as interview notes, interview settings, and interview timelines.

Reliability in this study was established in three ways: a.) by checking interview transcripts for the accuracy of participants' experiences and generated themes; b.) by providing detailed descriptions of both the research design and implementation steps; and c.) through operational details planned for data collection that included descriptions keeping an ongoing reflective appraisal throughout the project in memos and journals. The principals consider school management competencies, nature of learners, local setting of the school, human resources, and resources of the school as factors in managing the operation of the school.

Thus, to improve the quality of education is to look into the welfare and development of its human resources. The principals collaborate with the stakeholders and community to effectively manage the school. Thus, school resources should be utilized and maximized for the benefit of those learners and stakeholders. The principals operationally defined educational supervision as the process of guiding and leading the teachers and students in performing their duties and functions in ensuring that the school operates efficiently. The principals perform educational supervision by providing technical assistance to the school personnel to up-skill and empower them so that they may perform better.

The principals should continuously improve their supervisory skills to be able to provide

timely and relevant technical support to the school personnel both teaching and non-teaching. Ways by which Secondary school Principals Practice their Skills are Educational Management and Supervision a. The principals collaborate with the stakeholders and gain support from them particularly in managing the operations of the school. The principals agree that the purpose of educational supervision is to empower the teachers to provide meaningful learning experiences for the students.

They apply a systematic approach in educational supervision wherein they know first the background and evaluate the teacher's performance and then give the necessary technical assistance to those needing it. They consider educational supervision as a logical way for the principal to direct and guide teachers in performing their duties and functions in school and supervise the teachers to improve the learning outcomes. Along with this, they implement the guidelines use of standardized monitoring tools in supervision. The principals align their management to the desired outcomes to improve the quality of instruction.

They monitor the teaching-learning process to ensure that good teaching and learning are consistently and properly applied by the teachers. The principals consider teamwork, collaboration, and shared governance as ways to effectively manage the operation of the school. Ramos 34 identified the problems met along administration and supervision focused on the lack of effectiveness of leadership among staff and stakeholders.

The principals considered the differences, capabilities, and willingness of the teachers and they provide technical assistance in a

consultative, democratic, and informed decision wherein they explicitly explain the purpose of supervision which is to enhance the teachers' performance and the student's learning outcomes. They implored training needs analysis before crafting programs and projects to ensure that these will address the needs of the teachers

The principals claimed that educational management and supervision are significant in improving the school's performance. These are both involved in the different processes in school operations like planning, organizing, directing, and controlling the school activities, properly assigning personnel, and the proper use of materials and resources. The principals blend educational management and supervision to improve the school's and learner's performance. They combine educational management and supervision in some effective mechanisms of school operation such as implementing projects, programs, and activities, giving technical assistance, resource planning, and curriculum implementation. The principals may bring stakeholders together, get their support and act with them to implement the necessary programs, projects, and activities that will the school, especially in times of pandemic.

Therefore, the principal and school personnel should properly utilize school resources and see to it that the learners most of all benefit from these. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula. One way to improve the quality of

education is to look into the welfare and development of its human resources

The teachers work better when the principal is supportive of them. There should be continuous improvement of the management and supervisory skills of the principal to ensure the delivery of quality and relevant instruction. Thus, educational supervision is a highly dynamic task and it is a great challenge for the principals to continuously improve their management and supervisory skills to be able to manage the school effectively and to provide timely and relevant technical support to the school personnel both teaching and non-teaching.

### Conclusions

Based on the findings and interpretations presented, the researcher formulated the following conclusions:

1. The Secondary School Principals operationally define educational management and educational supervision as a complex discipline that involves technicality, rules, strategies, and proper procedures and as the process that they apply to guide and lead the teachers and students in the performance of their duties and functions to make sure that the school operates efficiently respectively.
2. The Secondary School Principals in the practice their skills in Educational Management and Educational Supervision in managing the school operation and in providing technical assistance to the school to teachers along with curriculum and

instruction, and project and program implementation.

3. Secondary School Principals perceive the connection between educational management to be both involved in the different processes in school operations like planning, organizing, directing, and controlling the school activities, properly assigning personnel, and the proper use of materials and resources.

4. The Secondary School Principals combine educational management and supervision in executing effective mechanisms of school operation such as implementing projects, programs, and activities, giving technical assistance, resource planning, and curriculum implementation.

5. Effective educational management and supervision is the driving force to improve school performance and up-to-date, strategic, and collaborative educational management and supervision with consideration to the welfare and development of the learners and human resources is the key to resilient, responsive, and quality instruction.

#### Recommendations

From the thematic findings, the following conclusions are formulated:

1. The Department of Education through the National Educators Academy of the

Philippines may design and conduct capacity-building courses and training for the enhancement of management and supervisory skills of principals in the context of the new normal education.

2. The promotion of collaborative efforts of stakeholders in educational management and supervision as well as in the implementations of the school's programs, projects, and activities be sustained and strengthened.

3. Benchmarking and rewarding of best practices along with educational management and supervision may be conducted regularly.

4. Constant monitoring, review, and evaluation of the principal's performance along with educational management and supervision are conducted by the supervisors and superintendent.

5. DepEd may allocate more budget (MOEE) for school management and operation to cater to the needs for learning continuity in the new normal as well as for the sustainability of quality instruction.

#### Suggestions for Future Research

The researcher gives the following suggestions to individuals who may want to conduct studies in this area:

1. Conduct quantitative research to assess the management and supervisory skills of principals as the basis for their professional enhancement.
2. Conduct a study that would design and develop new guidelines relevant to educational management and supervision in the context of the new normal.
3. Conduct a study that would develop educational management and supervision models that applies to the new normal education.
4. Conduct a study that would develop and design a training program intended to enhance the competencies of the school principals specifically along with educational management and supervision.

