



SCHOOL HEADS' INSTRUCTIONAL SUPERVISION AND TEACHERS' PERFORMANCE IN KULAMAN DISTRICT

OLIVER O. ANTONINO

Teacher II

Abstract

The progress of teachers' careers may be bolstered through participation in professional development programs, instructional supervision, and professional learning communities. Hence, the goal of this study was to determine the relationship between the extent of school heads' instructional supervision, and the level of performance of Elementary School teachers in Kulaman District, Senator Ninoy Aquino, Sultan Kudarat for the School Year 2022-2023. It utilized a Quantitative Research design, specifically, the use of Descriptive-Correlation. Based on the results, school heads in Kulaman district had the exemplary instructional supervision which can be understood that they perform well in the duties assigned to them, especially in monitoring the performance of the teachers leading them to progress, observing their growth as professionals, and evaluating their teaching strategies with utmost transparency that will make them more productive in their chosen career.

Further, teachers had least research-based knowledge in their teaching. However, they had an outstanding or excellent performance when it comes to their mastery and application of knowledge. It can also be inferred that teachers in Kulaman district upheld to professional development that will impact their performance. Further, Establishing Safe and Secure Classrooms, were also observed among them which make learning meaningful to every single learner they have. It was then concluded that School heads in Kulaman District performed excellently in their instructional supervision which helped their teachers to grow professionally with constructive evaluation and transparent observation.

1.INTRODUCTION

The progress of teachers' careers may be bolstered through participation in professional development programs, instructional supervision, and professional learning communities. When COVID-19 began to take control of the globe, unfortunately, these changes became a problem for all of the world's educators. Putting these strategies into action within a school may truly help with school improvement, improving teacher quality, and enhancing student learning—but only if the instructors give these strategies their full attention.

In US, policy development based on research at the school division level is necessary for success by schools and teachers. As DuFour (2018) stated that practices of the central office play a major role in the eventual success or failure of the improvement efforts of individual schools especially to teachers to hold managerial positions. Involving themselves in a professional development is found to be constraint on their part considering different contributory factors.

Similarly, school administrators in the Philippines and elsewhere were facing more challenges than ever before. They were facing dangers that affect the vast majority of student organizations. Education had also been rethought, rebuilt, and relaunched as a home-based, technology-enabled online program in the wake of the epidemic (Harris, 2020).
Educational Practices

Having undergone dramatic change, roles inside the classroom had moved, and the boundaries of teachers had been tested. In any case, essential human services such as

education cannot be cut. It was essential that it maintain its role in the development of young minds.

How school administrators handle the administrative and pedagogical aspects of education had a significant impact on student outcomes. School principals serve as both organizational and instructional leaders, with responsibilities that include devising strategies to improve education, fostering the growth of strong leaders at all levels of the school, and creating data systems to monitor students' academic growth. They also insist on accountability from students and those who were able to demonstrate responsibility. However, the worldwide crises had changed the terrain of monitoring among school administrators.

During a pandemic, a recent research found that having school administrators backing up their supervisors helped reduce workers' anxieties and emotional fatigue (Charoensukmongkol & Phungsoonthorn, 2020). However, in today's environment, it was essential that administrators know how to cope with challenges so that their schools may function efficiently.

Hence, the goal of this study determined the relationship between the extent of school heads' instructional supervision, and the level of performance of Elementary School teachers in Kulaman District, Senator Ninoy Aquino, Sultan Kudarat for the school year 2022-2023.

This part illustrates the Conceptual Framework of this study that deals with the relationship of the independent and dependent variable. The independent variable of this study was the extent of the school heads' instructional supervision, in terms of monitoring, classroom observation, and classroom evaluation.

On the other hand, dependent variable comprised by the level of teachers' performance, which included the application of knowledge of content, use of research-based knowledge, establishing safe and secure classrooms, application of a successful strategy, integration of ICT in teaching, and setting of professional development as per DepEd Order No. 004 series of 2022, titled, Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers.

Generally, this study determined the relationship between the extent of school heads' instructional supervision and the level of performance of Elementary School teachers in Kulaman District, Senator Ninoy Aquino, Sultan Kudarat for the School Year 2022-2023.

The aforementioned study is extremely beneficial to all senior officials and other concerned persons dealing with their leadership and management abilities in relation to the performance of their subordinates and school performance in general.

This study was limited to the extent of the school heads' instructional supervision and the level of teacher's performance in Kulaman District, Division of Sultan Kudarat during the School Year 2022-2023.

The respondents of this study were the selected school heads, teachers and stakeholders in the said district.

2. MATERIALS AND METHODS

This chapter describes the research design and methodologies used in the study. It also demonstrates the usage of instruments, analysis method, and statistical attention relating to stipulated problems.

This study utilized a Quantitative Research Design, specifically, the used of Descriptive-Correlation to determine the significant relationship between the extent of the school heads' instructional supervision, and the level of performance of Elementary School teachers in DepEd Kulaman District for School Year 2022-2023.

The study was conducted in Kulaman District II, Sultan Kudarat Division. The researcher considered this place for the reason that the respondents from this place were easily contacted.

The respondents of this study considered two groups of respondents in DepEd Kulaman District, Sen. Ninoy Aquino, Sultan Kudarat:

First, the selected stakeholders, and teachers of the said DepEd District to assess and evaluate the extent of the school heads' instructional supervision, in terms of monitoring, classroom observation, and classroom evaluation

Second, all the school heads of Kulaman District I took part in this study to determine the level of performance of Elementary School teachers in DepEd Kulaman District, in terms of application of knowledge of content, use of research-based knowledge, establishing safe and secure classrooms, application of a successful strategy, integration of ICT in teaching, and setting of professional development through their Individual Performance Commitment and Review Form (IPCRF).

This study employed a Purposive Sampling Technique to purposely select the knowledgeable Teachers and Stakeholders to evaluate the extent of the school heads' instructional supervision in Kulaman District.

On the other hand, Total Enumeration Sampling Technique was used to select all the school of Kulaman District to evaluate the teachers' performance through IPCRF.

The adopted survey questionnaire was the main instrument used in this study to gather data reliable data to answer all the problems stated in chapter I.

First, an adopted survey questionnaire adopted from Guillermo (2021), to evaluate the extent of the school heads' instructional supervision, in terms of Monitoring, Classroom Observation, and Classroom Evaluation. It also followed a rating scale which is shown below:

Second, was adopted survey questionnaire from Dincong (2021) which is also patterned from DepEd Order No. 004 series of 2022, titled, Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers to evaluate the level of performance of Elementary School teachers in DepEd Kulaman District, in terms of Application of Knowledge of Content, Use of Research-Based Knowledge, Establishing Safe and Secure Classrooms, Application of a Successful Strategy, Integration of ICT in Teaching, and Setting of Professional Development. The relevant scale is also observed from the aforementioned author/researcher:

The nature of this research was mostly descriptive in focus. As a result, the statistical methods were used in the analysis and interpretation of the data.

First, Mean used to assess and evaluate the extent of the school heads' instructional supervision, in terms of monitoring, classroom observation, and classroom evaluation, and the level of performance of elementary school teachers in DepEd Kulaman District, in terms of application of knowledge of content, use of research-based knowledge, establishing safe and secure classrooms, application of a successful strategy, integration of ICT in teaching, and setting of professional development.

Moreover, Pearson Moment Correlation was used to determine the significant relationship between the extent of the school heads' instructional supervision, and the level of performance of Elementary School teachers in DepEd Kulaman District for School Year 2022-2023.

3. RESULTS AND DISCUSSION

Extent of the School Heads' Instructional Supervision, in Terms of Monitoring, Classroom Observation, and Classroom Evaluation

Table 1 shows the extent of the School Heads' Instructional Supervision, in terms of Monitoring. As shown above, all the indicators obtained high means described as "Outstanding". However, indicator 5 "He/she welfares towards professional development of his/her teachers" was the highest with the mean of 4.40 which entails "Outstanding". It can also be noted from the above result that indicators 1 "The school head conducts consultation with the teachers", and 3 "The school head evaluates teachers' performance in a very constructive way" obtained the lowest mean of 4.20, but still rated as outstanding. Generally, the extent of the School Heads' Instructional Supervision, in terms of Monitoring had the section mean of 4.256 which means "Outstanding".

The result implies that school heads in Kulaman district possessed a good instructional supervision which evidently manifested on how they support their teachers for their professional growth. The result also reveals that these school heads monitor the performance of their teachers for their own growth in their chosen field.

Table 2 details the extent of the School Heads' Instructional Supervision, in terms of Classroom Observation. As detailed above, indicator 4 ". He/she uses a range of evaluation tools that enhance teachers' teaching strategies" , and indicator 2 "He/she had good deliberation that were promoted professionalism", obtained the highest mean of 4.30 which was described as "outstanding", while, indicator 3 "He/she uses a range of evaluation tools that enhance teachers' teaching strategies" had the lowest mean of 4.05 that was described as "Very Satisfactory". Generally, the extent of the School Heads' Instructional Supervision, in terms of Classroom Observation, got the section mean of 4.215 which was found to be "Outstanding".

The result denotes that school heads in Kulaman district make use of the classroom observation tool to enhance the teachers performance through their teaching strategies. It was also observed that these school heads followed an appropriate deliberation where everyone's welfare and privacy was observed with the intent of helping them grow professionally. Hence, they had an outstanding performance as school heads/principals during the classroom observation

Table 3 displays the extent of the School Heads' Instructional Supervision, in terms of Classroom Evaluation. As displayed on the above table, indicators 3, "He/she uses a range of evaluation tools that enhance teachers' teaching strategies", and 4 ".He/she promotes transparency and religiousness during the evaluation" garnered the highest mean of 4.40 which was observed "outstanding". However, indicator 1 "He/she creates an environment of respect and rapport during the evaluation" got the mean of 4.10 which definitely described as "very satisfactory". Overall, the extent of the School Heads' Instructional Supervision, in terms of Classroom Evaluation obtained the section mean of 4.321 which was interpreted as "outstanding".

The result denotes that school heads in Kulaman district observed the proper and ethical classroom guided by the standardized tool mandated by the Department of Education. The tabular data also tells that transparency and religiousness was also observed by the school heads especially when evaluating teachers' teaching strategies and work performance. Hence, these school heads was outstanding evaluators who create constructive mechanisms towards' teachers' professional development

Table 4 entails the summary results of extent of the School Heads' Instructional Supervision, in terms of Monitoring, Classroom Observation, and Classroom Evaluation. As being shown above, the monitoring skill of school heads got the mean of 4.256, while, classroom observation was 4.215, and the classroom evaluation was 4.321 which all means "outstanding". Generally, the extent of the School Heads' Instructional Supervision, in terms of Monitoring, Classroom Observation, and Classroom Evaluation got the grand mean of 4.264 which was described as "outstanding".

The above result speaks about the exemplary instructional supervision of the school heads in Kulaman district which can be understood that they perform well in the duties assigned to them, especially in monitoring the performance of the teachers leading them to progress, observing their growth as professionals, and evaluating their teaching strategies with utmost transparency that were make them more productive in their chosen career.

The above result had something to do with the idea of Panol et al. (2021), that school supervision, specifically instructional supervision was a vital mechanism and a combination of methods that helps teachers and students in the school system. Supervision was also a constant and continuing personal mentoring mechanism centered on regular visits to a school to offer instructors with specific and relevant advice and encouragement to improve the school's teaching and learning environment.

Furthermore, it was a critical process and a collection of actions involved with improving the teaching and learning environment in order to promote successful learning in the educational system. Supervision was also a continuous and ongoing process of personal coaching based on regular visits to a school to provide tangible and constructive advice and encouragement to instructors in order to enhance the school's overall performance.

Level of Teachers' Performance

The table below, shows the level of teachers' performance in terms of Application of Knowledge of Content, Use of Research-Based Knowledge, Establishing Safe and Secure Classroom, Application of a Successful Strategy, and Setting of Professional Development . The data being presented was taken from the IPCRF retrieved from the office of the school heads with due consent.

The above table exemplifies the level of teachers' performance in terms of Application of Knowledge of Content, Use of Research-Based Knowledge, Establishing Safe and Secure Classroom, Application of a Successful Strategy, and Setting of Professional Development. As observed, only indicator 2 "Use of Research-Based Knowledge" got the lowest mean of 3.80 which can be described as "very satisfactory". All of the indicators pertaining to teachers performance based on the IPCRF, such as Application of Knowledge of Content,, Establishing Safe and Secure Classroom, Application of a Successful Strategy, and Setting of Professional Development rated are rated as "Outstanding". Generally, the level of teachers' performance obtained the grand mean of 4.24 with an "outstanding" remark or description.

The result indicates that teachers have least research-based knowledge in their teaching. However, they had an outstanding or excellent performance when it comes to their mastery and application of knowledge. It can also be inferred that teachers in Kulaman district uphold to professional development that were impact their performance. Further, Establishing Safe and Secure Classrooms, was also observed among them which make learning meaningful to every single learner they had.

According to Obilade in Muraina, (2014), teachers, as educational input, require a great deal of attention from the government and school administrators (principals) in order to carry out the difficult task of putting education goals, policies, and programs into action, particularly in secondary education. It is for this reason that teachers require constant motivation in areas such as training and retraining, participation in decision-making and the day-to-day operations of the school, timely payment of remuneration, and incentives, among others, as these was gave them a sense of belonging and improve their overall job performance in order to achieve the school's goals and objectives. As they added, the duties performed by a teacher at a specific time in the school system in order to achieve organizational goals was described as their job performance. Therefore, teachers' job performance was the conscious commitment and participation of the teachers in the day to day administration of the school with the view of actualizing set school goals and objectives

Relationship between the School Heads' Instructional Supervision and Level of Teachers' Performance

Table 6 above displays the relationship between the School Heads' Instructional Supervision and Level of Teachers' Performance. As seen above, all the p-values (.036, .020, .002, .025, and .016) was less than 0.05 level of significance which statistically implies that there was a significant relationship between the independent (x) variable and dependent (y) variable. Therefore, in this study, it shows that there was relationship between the School Heads' Instructional Supervision and Level of Teachers' Performance.

In other words, the instructional supervision of the school heads had significant impacts on the performance of teachers in Kulaman district. Hence, the null hypothesis that

tells “there was no relationship between the School Heads’ Instructional Supervision and Level of Teachers’ Performance” was hereby rejected.

The aforementioned result was anchored with the findings of Arong and Ogbadu (2010), that the supervisory function of school heads improves teachers' professional growth and work performance in order to manage the teaching and learning process effectively. It provides assistance and direction to instructors in order to improve their teaching effectiveness, as well as motivation and morale.

It was then seconded by Ponnusamy, (2010) when he found out that school leaders had a large influence on teachers, who in turn have a direct impact on students' progress. Those who can provide the necessary leadership when managing teachers' performance can had a significant impact on their school's work environment, and if the impact was positive, it may result in teachers practicing and displaying desired behaviors in the workplace, particularly in their commitment to school organizations.

4. MAJOR FINDINGS

The progress of teachers' careers may be bolstered through participation in professional development programs, instructional supervision, and professional learning communities. When Covid 19 began to take control of the globe, unfortunately, these changes became a problem for all of the world's educators. Hence, the goal of this study was determined the relationship between the extent of school heads’ instructional supervision, and the level of performance of Elementary School teachers in Kulaman District, Senator Ninoy Aquino, Sultan Kudarat for the school year 2022-2023.

It utilized a Quantitative Research Design, specifically, the use of Descriptive-Correlation to determine the significant relationship between the extent of the school heads’ instructional supervision, and the level of performance of Elementary School teachers in DepEd Kulaman District for school year 2022-2023.

Based on the results, school heads in Kulaman district had the exemplary instructional supervision which can be understood that they perform well in the duties assigned to them, especially in monitoring the performance of the teachers leading them to progress, observing their growth as professionals, and evaluating their teaching strategies with utmost transparency that were made them more productive in their chosen career.

Further, teachers had least research-based knowledge in their teaching. However, they had an outstanding or excellent performance when it comes to their mastery and application of knowledge. It can also be inferred that teachers in Kulaman district uphold to professional development that will impact their performance. Further, Establishing Safe and Secure Classrooms, are also observed among them which make learning meaningful to every single learner they have.

Finally, based on the result, the instructional supervision of the school heads had significant impacts on the performance of teachers in Kulaman district. Hence, the null hypothesis that tells “there was no relationship between the School Heads’ Instructional Supervision and Level of Teachers’ Performance” was hereby rejected.

In the light of the findings of this study, the following conclusions were drawn:

School heads in Kulaman District performed excellently in their instructional supervision which helped their teachers to grow professionally with constructive evaluation and transparent observation.

It was also concluded that teachers’ performance in Kulaman are outstanding. However, they least research-based knowledge which might affect their teaching performance.

5. CONCLUSION

Finally, it had been concluded in this study, that the supervision, Specifically the instructional supervision of the school heads creates domino effects to the productivity of the teachers.

In the light of the findings and conclusion of the research study, the following are recommended:

1. The Department of Education (DEPED) may strengthen the skills of the school heads' supervising skills through a seminar-workshop and peer-mentoring.
2. Since, teachers have least research-based knowledge, it is recommended that DepEd will craft a program or intervention to enhance the knowledge of teachers in research which can be used in improving their school performance.
3. School-based research training is also suggested to ignite the culture of research to resolve school-based issues.
4. Future researchers may also venture on studies related to the research skills of the teachers to find out its impact on their performance and supervision.

REFERENCES

- Arong, F.I. and M.A. Ogbadu, (2010). Major causes of declining quality education in Nigeria administrative perspective: A case study of Dekina local Government area. *Canadian Social Science*, 6(3):61- 76.
- Ajaegbo, N.A.. (2005). Enhancing the managerial skills of secondary school principals for effective implementation of invention in secondary school educational system. In J. Babalolla, C.O. Akpa and A.O. Ayeni (Eds.). *Managing innovations in the Nigerian Educational System* (271-279). Ibadan: His lineage publishing house.
- Apilado, N. R. A. (2018). Instructional Supervision Support of School Heads of Public Junior High School Teachers, Schools Division Office – City Of San Fernando (La Union). *Ascendens Asia Singapore – Union Christian College Philippines Journal of Multidisciplinary Research Abstracts*, 1(1). Retrieved from <https://ojs.aaresearchindex.com/index.php/aasgucphjmra/article/view/495>
- Bago, Adelaida L. (2013). *Supervision of Instruction: The Philippine Perspective*, C & E Publishing, Inc.
- Pricellas, Vilma S., Niez, Roland A., Nierra, Reggie N. & Allan, U (2015).. Effectiveness of School Administrators' Leadership Skills and Behaviors and their School Performance in Area III Leyte Division, Philippines. DOI: 10.9790/487X-180804106126 www.iosrjournals.org
- Asiabaka, I.P. & Emenalo, F.C. (2011). *Managing human resources productivity, quality of life and profit*. New York” McGraw-Hill Inc.
- Ayeni, A.J. (2012). Assess of principals' supervisory roles for quality assurance in secondary schools in Ondo State, Nigeria. *World Journal of Education*, 2(1), 62-69.
- Clark, Melody (2001) “The Soft Technology of Distance Education” http://www.uc.edu/ucitnow/summer_ol/softtech.htm
- De Rijdt, C., Stes, A., van der Vleuten, C., & Dochy, F. (2013). Influencing variables and moderators of transfer of learning to the workplace within the area of staff development in higher education: A research review. *Educational Research Review*, 8, 48-74. Retrieved from https://www.ceesvandervleuten.com/application/files/4914/2980/327/013_De_Rijdt_Transfer.pdf

- Donaldson, T. (2012). *Assessing Instructional Leadership with the Principal Instructional Management Rating Scale*. Switzerland: Springer
- Egboka. P.N., Ezeugbor, C.O. & Enueme, C.P. (2013). Managerial skills and enhancement strategies of secondary school principals. *Journal of Education and Practice*, 4(26), 168-174.
- Fagbamiye, E.O. (2004). Providing cost-effective education in Nigeria. In E.O. Fagbamiye, J.B. Babalola, M. Fabunmi & A. Ayeni (Eds.). *Management of primary and secondary education in Nigeria* (121-137). Ibadan: Codat Publications Limited.
- Federal Republic of Nigeria (2004). *National policy on education*. Lagos: NEDRC
- Francis, O.B. & Oluwatoyin, F.C. (2019). Principals' Personnel Characteristic Skills: A Predictor of Teachers' Classroom Management in Ekiti State Secondary School. *International Journal of Educational Leadership and Management*, 7(1), 72-103. DOI:10.17583/ijelm.2018.3573
- Ferris, G. R., Witt, L. A., & Hochwarter, W. A. (2012). Interaction of social skill and general mental ability on job performance and salary. *Journal of Applied Psychology*, 86 (6), 1075.
- Fullan, M. (2005). *Leadership & sustainability*. Thousand Oaks: Corwin Press
- Haris, I., Naway Fory A., Pulukadang, Wiwy T., Takeshita H., & Inero V. Ancho (2018), *School Supervision Practices in the Indonesian Education System; Perspectives and Challenges*, <https://dergipark.org.tr/tr/download/article-file/496780>
- Ifediatu, N.M. (2017). Principalship in the 21st century: The Nigeria experience. In W.A. Amaewhule, N.M. Abraham & J.D. Asodike (Eds.). *School business management: Theoretical & practical approach* (51-64). Port Harcourt: Pearls Publishers International Ltd.
- Kenton, W. (2020). *Relationship Management*. Retrieved from: <https://www.investopedia.com/terms/r/relationship-management.asp>
- Klassen, Yerdelen & Durksen, (2013). *Teachers' Engagement in the New Normal*. Retrieved from: <https://catlintucker.com/2021/12/understanding-teacher-engagement/>
- Matias, Sonny V. (2012). *The Supervisory Skills of Public Elementary School Principals in the District of Rodriguez I and II, Division of Rizal During the School Year 2011-2012*.
- Mardah, H. (2012). *An E-Supervision System in Education Environments* Retrieved from: <https://www.researchgate.net/publication/277304704>
- Maduabum, M.A. (2002). Occupational stress factors among secondary school principals in Abia State, Nigeria. *International Journal of Educational Planning and Administration*, 1(1), 17-27.
- Morgan, J.F. (2002). *Principles of administration and supervision management*. New Jersey: Prentice hall.
- Muriana, M.B. (2014). Principal managerial skills and administrative effectiveness in secondary schools in Oyo State, Nigeria. *Global Journal of Management and Business Research*, 14(3), 50-57.

Obakpolo, P. (2015). Improving Interpersonal Relationships in Workplaces. *Journal of Research and Method in Education*, 5(6), 115- 125. Retrieved from <http://www.iosrjournals.org/iosr-jrme/papers/Vol5%20Issue-6/Version-2/P0562115125.pdf>

Okoye, J.N. (2007). Appraisal of principles administrative skills of supervision in secondary schools in Anambra State. Unpublished Ph.D Dissertation, Faculty of Education, Nnamdi Azikwe University, Awka.

Olga Luštšik, (2013). "E-Banking In Estonia: Reasons And Benefits Of Rapid Growth", Kroon&Economy.

Oxford (2019). Teachers' Training and Development. Retrieved from: <https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0048.xml>

OECD (2005). Training and Development of the Teachers. Retrived from: <https://www.oecd.org/berlin/43541636.pdf>

Pano et al. (2021). School Heads' Interpersonal, Leadership, and Supervisory Skills in Narra School Districts, Palawan, Philippines. *CiiT International Journal of Programmable Device Circuits and Systems*, Vol 12, No 11-12

Pannusamy, k. (2010). Human resource management practices in service-based organizations: a role theory perspective. *Advances in Services Marketing and Management*, 1, 123-157.

Rajguru, K. (2016). Nature of Job Design. Retrieved from: <https://www.economicdiscussion.net/human-resource-management/what-is-job-design/31762>

Samoei. (2014). *Leadership in Organizations*. 8th Edition. State University of New York, Albany.

Smith, W.F., Andrews R.L. (2013). *Instructional Leadership: How Principals Make a Difference*. Association for Supervision and Curriculum Development, 2-5

Stofle, G. (2012). *Online Supervision for Social Workers*", ACSW, CSWR, CASAC, and Shavone Hamilton, CSW

Uyanga, R.E. (2018). The principal and education reform agenda of the Nigerian economic empowerment development strategy (NEEDS) and the millennium development goals (MDGs). In P.N.C. Ngwu (ed.). *The principal and education reforms in Nigeria*. A publication of the Mandatory Continuing Professional Training (MCPT) programme of the All Nigerian Conference of Principals of Secondary Schools (ANCOPSS), 94-102.

Williams, C. (2017). *Organization and Management: Concept and Applications*, Aviva Publishing House, Inc., 288.

Yunus, M.M.(2012). Cognitive Dissonance, supervision and administrative team conflict. *International Journal of Educational Management*. 20(3), 224-232.