

Supervisory Competencies of School Heads in Relation to Teachers' Performance

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Originality: 100 • Grammarly Score: 100 • Plagiarism: 0

ABSTRACT

Supervision is an important indicator of school effectiveness, along with quality teaching, which affects students' learning. This study aimed to determine the supervisory competencies of school heads concerning teachers' performance in Secondary Schools in Titay district. The descriptive-correlational method was used employing a survey questionnaire involving 168 teachers and eight school heads. Data were analyzed using weighted mean, Mann Whitney U-test, Kruskal Wallis H-Test, and Spearman rho correlation coefficient. Findings revealed that school heads were very competent, and teachers were very satisfactory in all indicators except for professional growth and development, and special assignments/tasks. There was no significant difference existed in the supervisory competencies when school heads were grouped according to profile, and no significant difference in the performance when teachers' were grouped according to age, sex, position, and length of service, however, a significant difference was noted in educational

background. Results also revealed a moderate correlation between supervisory competencies and teachers' performance (Spearman Correlation = ± 0.48). Thus, school heads were generally competent, and teachers' were performing their duties and responsibilities very satisfactorily. However, they need guidance in professional growth and development aspects. The supervisory competencies play an important role since it can be equated with the teachers' performance; hence, be emphasized in aiming for quality teachers' performance.

Keywords — Educational Supervision, supervisory competencies, teachers' performance, descriptive-correlational design, Philippines

INTRODUCTION

Education is an important aspect of existence for every individual as it addresses the developing human skills and capacities, and the necessities of the future (Hismanoglu & Hismanoglu, 2010 as cited in Esia-Donkoh & Ofose-Dwamena, 2014). It involves a teaching-learning process where teachers and students perform various activities for the realization of learning outcomes. Basic education is the foundation of the educational system, which every academic year indicates a progression from simple to complex tasks and learning's which serves as building blocks of a person's knowledge, skills, and attitude. The quality of education at every level of the progression is indeed critical. Quality of education is dependent on various factors involved in the process, especially on school management and quality of teaching.

School management form part in the success of the teaching and learning process; it provides the direction and support to all school personnel and stakeholders through supervision to achieve its organizational goals and objectives. Furthermore, effective supervision is considered as an indicator of school effectiveness, because supervision of teachers is considered as a major factor affecting the academic performance of students (Donkoh & Baffoe, 2018). Moreover, effectiveness in supervision can be measured as to how supervisors as a manager, achieve the required outputs of the position (Bakker, 1999 as cited in Coronel & Ferrater-Gimena, 2017). One of the important aspects to be considered in the educational system is a quality assurance, which includes efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process, which is the teaching and learning and the quality of outputs which are the students (Ayeni, 2012).

Teachers also play a vital function in school effectiveness, and their role was considered as multifaceted which comprise academic, pedagogical and social (Jennings & Greenberg, 2009, Kunter et al.,2013, & Pacheco, Allaga, & Ed, 2013 as cited in Samonte & De Guzman, 2017). Moreover, Tehseen & Hadi (2015) claimed that teachers' performance is affected by various factors, such as administrative support and staff relation, along with teacher influence, facilities and safety, motivation, characteristics, and students' body characteristics.

In other countries, specifically in Ethiopia, there were two approaches to supervision, namely, out-of-school (external) supervision, and school-based (in-school) supervision. The school principal carried out the latter while the external supervisors do the former (Tesfaw & Hofman, 2014). Similarly, in the Philippines, school heads and education program supervisors are also engaged in supervisory work, however, as observed, other school heads were religious in performing their functions, and some were not, given the fact that they have different backgrounds and different experiences, training, and competencies in supervision. Additionally, a study by Sharma, Yusoff, and Kannan (2011) conducted in Asian countries such as Malaysia, Thailand, and India found out that teachers do not agree on how the supervision was conducted and they support that it should be conducted by a group of people which also involved teachers.

The researcher noted that there were related studies that existed (e.g., Arman, Thalib, & Manda, 2016; Donkoh, & Baffoe, 2018; and Ghavifekr, & Ibrahim, 2014). However, there were no known studies conducted within the Schools Division of Zamboanga Sibugay. Thus, the researcher came up with this study. The findings of this study served as a basis for developing an intervention program proposal for enhancing teachers' performance.

FRAMEWORK

This study was supported by the Scientific Management Theory of Frederick Taylor. The theory emerged in aiming to increase productivity (Paramboor, Musah & Al-Hudawi, 2016). One of the dimensions of this theory is the intimate, friendly cooperation between management and laborers, and this principle emphasized the welfare of the employee and its relationship with his employer to be cooperative with each other. This theory was useful in this study as it helped explain the linear relationship of supervisory competence of the school head and the teachers' performance. It can be hypothesized that there was a relationship

between supervisory competence and the teachers' performance. Another theory deemed relevant was Theory X by Douglas McGregor which claimed that people were averse to working, lacked ambition and desire for responsibility, selfish, resistant to change, and gullible (Gannon and Boguszak, 2013). This theory helped in understanding the important role of supervision and management of school heads for the realization of learning outcomes of students and making the teachers work and performed their functions and meet the desired goal. Another theory that supported this study was the theory of human relation by Elton Mayo, as cited in Onuma (2016), which focused on how people relate with each other in the organization. It was useful in this study as it justified the role of the school head and their relationship with the teachers' performance, which could lead to improved productivity. Figure 1 presented the interconnectedness of variables and related theories that laid the foundation of this study.

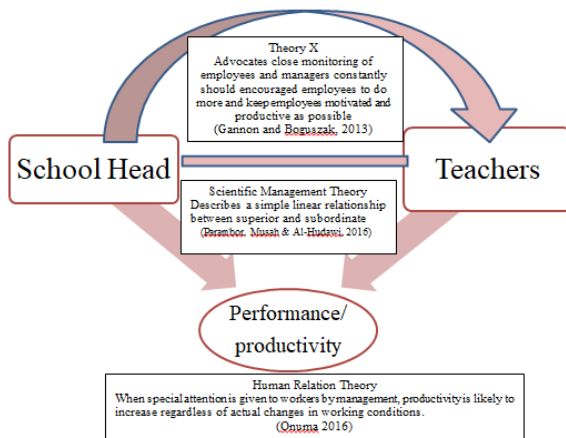


Figure 1. The theoretical framework of the study

OBJECTIVES OF THE STUDY

The present situation observed by the researchers on varying competencies of school heads, teachers' performance, and the absence of studies related to this topic conducted within Schools Division of Zamboanga Sibugay lead to the conceptualization of this study. This study aimed to determine the supervisory competencies of school heads and to test if it has something to do with the teachers' performance. Specifically, it sought to determine the: (1) the profile of

secondary school heads in Titay district in terms of age, sex, position/designation, educational background, experience as school head, and relevant trainings/seminars attended; (2) the profile of the secondary school teachers in terms of age, sex, position, educational background and length of service; (3) the level of supervisory competencies of school heads in terms of instructional leadership, promoting learning environment, human resource management, parents' involvement and community partnership, school leadership management and operations, behavioral competencies and leadership competencies; (4) the level of performance of secondary school teachers in terms of teaching-learning process, learners' outcome, community involvement, professional growth and development, special assignment/task, core behavioral competencies, and core skills; (5) the difference on the level supervisory competencies of school heads grouped according profile; (6) the difference on the level of performance of secondary school teachers grouped according to profile; (7) the relationship between supervisory competencies of school heads and the teachers' performance; and finally (8) to develop an intervention program based on the result of the study.

METHODOLOGY

Research Design

The study used a quantitative approach, particularly descriptive-correlational design. A modified questionnaire checklist was utilized to gather data.

Research Site

The study was conducted in secondary schools in Titay District, Schools Division of Zamboanga Sibugay situated in the municipality of Titay, which was about 10 kilometers north-bound going to Dipolog City from the Municipality of Ipil, where the Provincial Capitol of the Province of Zamboanga Sibugay, was located. Titay District has eight secondary schools distributed throughout the different barangays within the municipality, which include; Titay National High School, Kitabog National High School, Palomoc National High School, Malagandis National High School, Salip T. Hasim National High School, San Antonio National High School, Sta. Fe National High School and Kipit National High School.

Participants

The respondents of this study involve the one hundred sixty-eight (168) secondary school teachers who served as a sample from different schools within Titay district. Sixty-five (65) of them were from Titay National High School, eighteen (18) from Kitabog National High School, fifteen (15) from Palomoc National High School, sixteen (16) from Malagandis National High School, seven (7) from Salip T. Hasim National High School, twenty-six (26) from San Antonio National High School, eleven (11) from Sta. Fe National High School and ten (10) from Kipit National High School.

Instrumentation

The researcher used a modified questionnaire-checklist that was divided into three (3) parts; the first part focused on the profile of both the school head and teacher. For the school head/principal the following were considered; name, school, age, sex, position, educational background, experience as school head/principal and seminars and trainings attended while for the teachers' profile the following were also considered; name, school, age, sex, position, educational background and length of service. The second part of the questionnaire checklist was the supervisory competence of school head; it is a 4-point Likert scale considering the seven categories of supervisory competencies namely; (1) instructional leadership; (2) learning environment; (3) human resource management and development; (4) parents' involvement and community partnership; (5) school leadership, management and operation; (6) core behavioral competencies and (7) leadership competence. The third part of the research instrument also used 4-point Likert scale to collect data on the level of performance of secondary school teachers in (1) teaching-learning process; (2) learners' outcome; (3) community involvement; (4) professional growth and development; (5) special assignments/tasks; (6) core behavioral competencies; and (7) core skills. The research instrument was subjected to content validation by experts and was pilot tested to sixteen (16) elementary public school teachers from Titay district, and the data were analyzed. Results for each item generated a coefficient alpha which fall within the acceptable value as shown in Table 1 with an overall Cronbach Alpha internal consistency coefficient of .953 which was compared to the result of Ogbazi and Okpala (1994, cited in Egwu, 2015) criteria of .60 as acceptable for good instruments, hence, finalized for administration.

Table 1. Cronbach Alpha result per indicator

Supervisor Competencies	Alpha Coefficient
1. Instructional leadership	.850
2. Learning environment	.920
3. Human Resource Management and Development	.911
4. Parents' involvement and community partnership	.755
5. School leadership, management, and operations	.764
6. Core Behavioral Competencies	.911
7. Leadership Competence	.970
Teachers Performance	Alpha Coefficient
1. Teaching-Learning Process	.752
2. Learners' Outcome	.935
3. Community Involvement	.854
4. Professional Growth and Development	.814
5. Special Assignment/tasks	.725
6. Core Behavioral Competencies	.935
7. Core skills	.924

Research Procedure

Before the gathering of data, the researcher sought permission from the Schools Division Superintendent of Zamboanga Sibugay. The researcher also prepared a cover letter attached to the survey instruments explaining to the respondents the objectives and purpose of the study and a brief explanation of their role. The data gathered were treated with the utmost confidentiality and were used only in this study. Moreover, the researcher ensured that the privacy and anonymity of individual respondents were considered. The researcher personally administered the questionnaire to the school heads to gather data on their profile; then, the researcher administered the questionnaire-checklist to all the teachers present. The researcher asked for help from a colleague to gather data from Kipit National High School since it was too far from the researcher's station.

Statistical Treatment

To analyze the profile of school heads and teachers from secondary schools in Titay district, frequency counting and percentage were used. To determine the school head's competence and teachers' performance frequency counting and the weighted mean was used. To analyze the difference in the competencies of

school heads and teachers' performance grouped according to profile Kruskal – Wallis (H-Test) and Mann-Whitney (U-test) was used. Finally, to analyze the relationship between the supervisory competencies of the school head's and teacher's performance, the researcher utilized the Spearman Rho correlation coefficient, and the following continuums were used in interpreting the r-value.

r-value	Interpretation
0	No correlation
±0.01– ±0.20	Negligible correlation
±0.21 – ±0.40	Low or slight correlation
±0.41 - ± 0.70	Marked/ Moderate Correlation
±0.71 - ±0.90	High Correlation
±0.91 - ± 0.99	Very High Correlation
± 1.00	Perfect Correlation

RESULTS AND DISCUSSION

A. Profile of School Heads

Based on the data gathered, the majority of the school heads in Titay district belong to 36 to 45 years old. Most of them were male holding principal items and had earned units leading to a doctorate. In general, they have experienced school heads who had attended more than 72 hours of relevant trainings and seminars. The result was also corroborated by Marwanga (2014), which also found out that the majority of principals in public secondary schools in the Nakuru Municipality, Kenya were male.

B. Profile of Secondary School Teachers

The majority of the secondary school teachers in Titay district are 35 years old and below, and most of them are females with teacher one (1) position. More than 60% of them earned units leading to a Master's degree, and 54.8 percent of them have less than five (5) years of stay in the Department of Education. The result was also similar to the study conducted by Ghavifekr and Ibrahim (2014) involving teachers in secondary schools in Kuala Lumpur in which age groups from 23 to 39 years old are dominant, comprising the 90% of the total respondents.

C. Supervisory Competencies of School Head

Table 1. Level of Supervisory Competencies of School Head per Indicator

Supervisory Competencies	AWM	Description	Rank
School Leadership Management and Operations	3.63	VC	1.5
Behavioral Competence	3.63	VC	1.5
Leadership Competence	3.61	VC	3
Parents' Involvement and Community Partnership	3.60	VC	4
Instructional Leadership	3.59	VC	5
Human Resource Management	3.58	VC	6
Promoting Learning Environment	3.54	VC	7

Note. VC –Very Competent, C – Competent, LC – Less Competent, LTC- Least Competent

Table 1 showed the supervisory competencies of secondary school heads in Titay district were “very competent” in all the indicators that defined supervisory competencies and got the highest average weighted mean in school leadership management and operation; and behavioral competence. The result is consistent with the findings of Kintanar (2017) that principals in public schools are proficient in their core competencies. Furthermore, it also supports the result of Varona (2017) which concluded that school heads exhibit highly positive attitudes towards school-community partnership and Victor (2017) who found out that the principals' have managerial competencies for effective financial resource management; however, the result also contradicts his findings that principals' do not have managerial competencies for the effective material resource.

D. Teachers' Performance

Table 2. Level of Teachers' Performance per Indicator

Teachers' Performance	AWM	Description	Rank
Community Involvement	3.64	VS	1
Learners' Outcome	3.55	VS	2.5
Core Behavioural Competence	3.55	VS	2.5
Teaching-Learning Process	3.53	VS	4
Core Skills	3.46	VS	5
Special Assignment/Task	3.13	S	6
Professional Growth and Development	3.07	S	7

Note. VS – Very Satisfactory, S – Satisfactory, U – Unsatisfactory, P- Poor

Table 2 showed that the secondary school teachers in Titay district were rated “very satisfactory” in terms of community involvement with the highest average weighted mean followed by learners’ outcome and core behavioral competence, followed by the teaching-learning process and core skills. Moreover, they were rated “satisfactory” in special assignments/tasks and in professional growth and development, which ranked sixth and seventh, respectively. It was noted that among the indicators of teachers’ performance, professional growth and development were the least performed, which implied that teachers need improvement in this aspect. The result was supported by the study of Sapungan and Sapungan (2014) which found out that parent involvement in activities particularly in child’s education that is effectively planned and well-implemented results in substantial benefits to children, parents, educators, and the school. This also established the fact that teachers are following the mandate to conduct parent-teacher conferences quarterly to apprise the parents on the progress of the performance of children and ensure parental involvement in school activities (Department of Education, 2016).

E. The difference in Supervisory Competencies of School Heads and Teachers’ Performance

Results also revealed that there was no significant difference in the level of supervisory competencies of school heads if grouped according to profile such as age, sex, position, educational background, and experience as school head, and a number of hours of relevant trainings and seminars attended. On the other hand, there was no significant difference on the level of performance of secondary school teachers if grouped according to age, sex, position, and length of service, however, when grouped according to their educational background, the result was significant which implied that the educational background of secondary school teachers could be considered as an indicator of the level of their performance which could mean that a teacher may perform very satisfactory or not depending on their educational background. Based on the result, it implies that the profile of school heads cannot be used as an indicator that determines their competencies, and this result contradicts the result of Kintanar (2017), which concluded that gender, educational attainment, and status significantly influences the competencies of principals. Furthermore, the result confirmed the findings of Abarro (2018) that the performance of teachers is dependent on the highest educational attainment and scholastic rating they have obtained.

F. The Relationship of Supervisory Competencies and Teachers’ Performance

Table 3. Test on the Relationship of Supervisory Competencies of School Heads and Teachers’ Performance

Variable	N	r- value	r- value interpretation	p-value @ 0.05 level of Significance	Interpretation
Supervisory Competencies and Teachers’ Performance	168	0.484	Marked/ Moderated Correlation	0.000	Sig.

The table showed that the p-value of .000 was lesser than alpha .05 level of significance, which means that there was enough evidence that the supervisory competencies of school heads have a “significant” relationship with the teachers’ performance. Furthermore, the r-value was .484, which can be interpreted that the variables have a positive marked or moderate correlation. This implied that the school heads have a key role in teachers’ performance. They should perform their supervisory functions to make the teachers work following the organizational goals and objectives. This also implied that the performance of teachers might be attributed to the school heads, which could mean that the competent school head inspires teachers to perform their work effectively. The result confirmed the findings of Sule, Ameh, and Egbai (2015) that there is a significant positive relationship between the instructional, supervisory practice of classroom observation, and checking of teachers’ lesson notes and the teachers’ role effectiveness. Moreover, the result also supports the findings of Makau, Ronoh, and Tanui (2016) that there is a significant correlation established between supervision and evaluating instruction and performance of science teachers. Besides, the study also supports the findings of Arman, Thalib, and Manda (2016) that the competence of the school principals positively affects the teachers’ work motivation, which includes responsibility, achievement, self-confidence, and teachers’ autonomy in working and the teachers’ performance as a whole.

G. Proposed Intervention Program Based on the Result of the Study

Based on the results of the study, the researcher proposed an intervention program that would address the need for improvement of teachers’ performance in professional growth and development, particularly in preparing and conducting action research. The proposed program will be a partnership with

Higher Education Institution and the DepEd - Schools Division of Zamboanga Sibugay district, which will benefit the secondary school teachers in Titay district. The program aims to capacitate and enhance their competence in writing and presenting action research based on the identified and prioritized problem they encountered in everyday teaching.

CONCLUSIONS

Based on the findings of the study it is concluded that the school heads in Titay district were very competent in performing their tasks in instructional leadership, promoting a learning environment, human resource management, parents' involvement and community partnership, school leadership management and operations, behavioral competencies and leadership competencies. Furthermore, teachers' were generally very satisfactory in performing their duties and responsibilities in terms of the teaching-learning process, learners' outcome, community involvement, core behavioral competencies, and core skills; however, they need encouragement and guidance in terms of professional growth and development particularly in writing action research. Moreover, the school heads played a very important role in school because they are significantly equated with the performance of the teachers. Thus, school heads can influence and make the teachers perform their work effectively and ultimately taking the lead to school effectiveness; thus, it should be emphasized in aiming for quality teachers' performance.

TRANSLATIONAL RESEARCH

The findings of this study could be used as a basis in formulating an enhancement program for teachers, particularly in writing action research based on identified and prioritized problems encountered in everyday teaching. Furthermore, it could also be translated into a policy that the competencies of school heads be reinforced and should be closely looked into to ensure quality teachers' performance.

RECOMMENDATIONS

Based on the findings of the study it is recommended that an in-service training – write-shops on Action Research should be conducted to enhance teacher's competence in professional growth and development, particularly in

preparing and conducting action research. Also, school-based research congress may also be considered as an annual event to foster the culture of research within the school.

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