

## Assessment of Public School District Supervisor Functions in Region IV-A Philippines

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### Abstract

This study focused on assessing the supervisory functions of Public Schools District Supervisors (PSDS) in Region IV-A specifically from the central schools of Quezon and Lucena city, Philippines as a basis for strategic supervisory plan. The study utilized descriptive- correlational type of research. Survey questionnaire was the primary instrument utilized supplemented by interview. Purposive sampling was employed in choosing the 108 respondents and the data were validated through statistical treatment such as percentage, weighted mean and t-test. It was found out that the extent of delivery of PSDS functions based on self-assessment was higher than the assessment of the school principals. This proves that the assessment between the two groups of respondents has a significant difference. However, there was no significance in the relationship between the extent of delivery of the PSDS functions and their personal characteristics. Based on findings to the data collected, the study proposed a supervisory plan designed to develop a strategic supervisory plan based on the existing status of the PSDS functions especially on the aspects of Instructional Management, District Instructional Supervision and Learning Resource Management. This plan will serve as a roadmap and blueprint of the Public Schools District Supervisors (PSDS) in their job. Furthermore, it is recommended that inasmuch as the PSDS had less supervisory experience, the Qualification Standards (QS) for PSDS specifically on supervision must be given emphasis to sustain the policy on giving weight on QS rather than experience.

**Keywords:** assessment, supervisory functions, strategic

### Introduction

The educational system of the country remains to be a dynamic institution capable of coping with the changes and demands of the society by making its objectives and policies relevant. According to the study of Nzabonimpa (2018 ), school heads and supervisors must spare enough time in supervising for the sake of the performance of the school. However, they themselves must undergo in supervision as well through assessment.

In the Philippines, the accepted administrative structures are in consonance with the requirements of Republic Act 9155 in applying the philosophies of delegation and shared power to guarantee responsibility and significance to the framework, and progress requirements of the learners and sponsors of the many administrative levels. In connection with this, the DepEd rationalized a new legislative structure which requires that a Schools Division Office must be headed by the Schools Division Superintendent (SDS) with the assistance of Assistant Schools Division Superintendent (ASDS). The Finance, Administrative, Legal and ICT are the Offices directly supervised by the SDS and ASDS. The Office of the SDS is subdivided into two different functions; the Curriculum and Implementation Division (CID) and the School Governance and Operation Division (SGOD). The CID oversees the Learning Resource Management, Instructional Management, and District Instructional Supervision. The SGOD supervises the School Management, Monitoring and Evaluation, Social Mobilization and Networking, Planning and Research Section, Human Resource Development, Education Facilities, and School Health Section. The diverse plans are monitored on how they are implemented in the different schools or learning centers.

This complex structure of line of authority often brings confusions on how the school heads and supervisors are going to function. In most cases, higher authorities pass down their responsibility to their subordinates and do other tasks which are irrelevant to their designated role. Program supervisors play dynamic part in the progress and development of their people. The supervisors would always like to take a workforce who is considerably equipped with the skills and right attitude necessary to the organization. They play vital roles in creating the whole division function accurately. They appear to be active participants in all aspects of the school's activities. They are in charge of providing leadership in the creation and implementation of all educational plans and innovations in the primary education system. They play an important role in helping the administration achieve its mission of providing high-quality basic education while still meeting educational priorities and objectives.

According to Ampofo et al. (2019), successful school heads' direct supervision would improve teachers' job results. Furthermore, Wanzare (2011) found that direct supervision by school heads and managers increases the consistency of teachers and teaching, encourages students' academic success, and allows for the monitoring of teachers' instructional practices. In addition, Asiyai (2009) found that routine evaluation of the school head's supervision by direct supervision of teachers resulted in improved teacher lesson planning, regular and punctual attendance, and involvement in school community engagement. These are the proof that assessment of principals and supervisors always open the room for improvement.

This study will serve as basis for strategic supervisory plan which will lead for clarification of the role of principals and supervisors. It should be straight forward and concrete and need to be cascaded clearly and regularly to the schools. This precision will also entail precise progress plans for the principal and staff, for the program of instruction, for the progress of pupils, and the physical facilities. In the course of executing and implementing the development plans, relationship with the sponsors of the school must also be considered consequently, pragmatic indicators of the plans need to be specified since they are the pivotal point within the different schools and they evidently affect the value of school achievement and the point of efficiency in the smooth working of the schools. These are the major forces that serve to shape a school such as leaders, community, the teaching and non-teaching staffs, and students. These factors inferred with each other in planning and implementing programs of the department which will eventually dictate the accomplishment or disappointment (Manansala, 2015). The roles and tasks of the supervisors and education specialists on the operation of basic education service on the new administrative structure have changed significantly. It is believed that implementing plans such as curriculum and other activities must be properly monitored grounded on the outcome of the assessment and appraisal. Education supervisors/specialists take greater responsibility in the operation of education programs. However, their functions and tasks performance need to be assessed so that strengths can be sustained and weaknesses can be rectified.

This study will assess the performance of school heads and supervisors which will lead in identifying the influences that contribute in the operation of plans on the delivery of Basic Education Service. The study's aim is to find out the answers to the following questions.

1. What is status of Delivery of PSDS functions in terms of Instructional Management?
2. What status of Delivery of PSDS functions in terms of District Instructional Supervision?
3. Is there a significant relationship between extent of implementation and professional characteristics?

On these hypotheses this study is aligned that there is no significant relationship between extent of implementation and professional characteristics.

### Methodology

The respondents of this study were 54 Public School District Supervisors and 54 Principals in central schools from the Schools Division Office of Quezon and Lucena City. Total Enumeration sampling was used; hence purposive sampling technique was applied in selecting both groups of respondents however principals should have been at least a year in the service. Therefore, newly-appointed principals were not selected. These respondents and their total sample size are most suitable for the data needed since their work is about supervisory and evidently focus on educational management. This will assure the reliability of the data and its interpretation

The study used the descriptive-correlational design type of research which aims to distinguish the assessment of PSDS functions on instructional supervision in Region IV-A. The study was a non-experimental as it only gears to examining and evaluating the level of execution of the Public School District Supervisor Functions. This approach emphasizes quantitative measurements and statistical, numerical, and mathematical analysis of data obtained through censuses, questionnaires, and surveys, as well as the use of computational methods to analyze pre-existing statistical data (Isern & Pung, 2007).

The main tool used to gather data needed for this study were the questionnaires. It was used to elicit professional characteristic of PSDS and delivery of their functions. In the construction of the questionnaire, the researcher referred to the IPCRF of Public School District Supervisor and the Curriculum Implementation Division Handbook which is available in the internet. The Ideas obtained from the sources became the bases in the construction of the items in the survey questionnaire. The researcher made nine (9) items under instructional management/leadership and eleven (11) items for district instructional supervision. The researcher-made questionnaire was subjected to the process of content validation before giving it to the target respondents. The questionnaire was formulated and submitted to the adviser for content validation. This was also evaluated by four experts who were Public School District Supervisors and Education Program Supervisors in the Schools Division Office.

The data gathered through the questionnaire supplemented by interview in the respondent's most convenience on their own offices. The questionnaires were composed of two parts. Part 1 dealt with the respondents' personal details while part 2 was on status of delivery of task supervisors. The same sets of questionnaires were used to collect data from the PSDS and the principals. Moreover, questionnaires were formulated through validated researcher-made survey questions. The respondents answered the twenty (20) items of Likert-type questions which is composed of a series of short, descriptive statements about how the supervisors doing their task and functions in different situation in district set up in terms of instructional management/leadership and district instructional supervision.

The researcher secured a letter of request for endorsement to the school division superintendents of School Division Office of Quezon and Lucena City asking to administer the questionnaire signed by his adviser from The National Teachers College. When the permission to

conduct the study was granted, the researcher visited personally each target respondent in their respective offices. He also went personally to the assigned principals in the various school districts in the school division Office of Quezon and Lucena City. The questionnaires were retrieved on the day of distribution.

Unstructured interview with the respondents were conducted during the conceptualization of the study and after the administration of the questionnaire in order to gain more information and clarify vague responses culled from the questionnaire. To give the meaning and for the interpretation of the data that were gathered, appropriate statistical treatment were utilized by the researcher.

## Results

It takes much from the manager to have a successful organization. School supervisors/administrators play vital roles in the development and progress of their people. The supervisors would always like to have a workforce who is very much equipped with the skills and right attitude necessary to the organization, which is the same as needed by the organization a competent leader with sufficient experience in leading the group towards its collective development. Thus, information regarding the educational competency and length of service of the participants was gathered and the findings were as follows:

**Table 1. Highest Educational Attainment and Length of Service of the Respondents**

		PSDS		Principal		Total	
		F	%	f	%	F	%
Highest Educational Attainment	Doctorate	5	9.26	3	5.56	8	7.41
	Master 's Degree	49	90.74	51	94.44	100	92.59
	Total	54	100.00	54	100.00	108	100.00
Length of Service	Years						
	7	1	1.85	32	59.26	33	30.56
	6	1	1.85	12	22.22	13	12.04
	5	12	22.22	5	9.26	17	15.74
	4	14	25.93	3	5.56	17	15.74
	3	13	24.07	1	1.85	14	12.96
	2	11	20.37	1	1.85	12	11.11
	1	2	3.70	0	0.00	2	1.85
	Total	54	100.00	54	100.00	108	100.00
	Mean		3.56		6.26		4.91

The *highest educational attainment* pertains to the level of education acquired and achieved by the participating respondents as a professional characteristic. This includes the Master's and Doctorate degrees which per se entail a significant amount of experiential knowledge in school administration. It can be gleaned from the table that the greatest percentage had master's degree gaining 92.59 percent of the total participants.

Table 1 presents the professional characteristics of the participants as regard to highest educational attainment. It can be gleaned that 49 or 90.74 percent of the PSDS had master's degree, while 5 or 9.26 percent of the participants had doctorate degree. This holds true for the principals, the greatest percentage had master's degree. This specifically indicates that the participants met the educational requirements for the position of public school district supervisor as specified in Department Order No. 26, s. 2016, also known as the Revised Qualification Standards (QS) for the Position of Public School District Supervisor, which requires a master's degree in education or a related master's degree. On the other hand, 7 percent of the total population are doctorate degree holders which imply that some of them still push higher than the standard of qualification. However, this also means that there is still a room for improvement for a greater percentage of the participants which they never pay attention for how many years based on the data presented in *length of service* wherein the 14 or 25.93 percent of the PSDS had four years of supervisory experience. This got the highest frequency or percentage. Second to the highest was three years of supervisory experience

with 13 or 24.07 percent of the participants, while participants with six (6) and seven (7) years of supervisory experience both had one (1) or 1.85 percent, this was the lowest in the frequency and percentage. The mean length of supervisory experience of the PSDS was computed at 3.56 years.

Furthermore, there were 32 or 59.26 percent of the principals had seven (7) years of supervisory experience while one (1) or 1.85 percent of the participants had two (2) and three (3) years of supervisory experience. The mean length of supervisory experience of the principal was 6.26 years. Meanwhile, 33 or 30.56 percent of the participants had seven (7) years of supervisory experience and its mean length of supervisory experience was 4.91 years.

Most of the participants remain in their master's degree yet spent many years in service. Generally, 33 or 30.56 percent of the participants had seven (7) years of supervisory experience.

These findings indicate that the principals had greater supervisory experience in the field than the PSDS. This claim was vindicated in the Republic Act 9155 or the Governance of Basic Education Act of 2002 which states that the public school district supervisors' functions focus mainly on guaranteeing the efficacy and success of the integration of the basic education curriculum program through monitoring and evaluation in their educational district while it is the principal who acts as the first-hand school administrator the oversees school operations.

#### ***Status of Delivery of PSDS functions in terms of Instructional Management***

Instructional management as part of the public school district supervisors' functions pertains to how the PSDS manage and implement educational policies; standardize guidelines on utilizing learning resources; provide necessary assistance to school-level development, production, distribution of learning materials; disseminate and utilize researches on curriculum and instruction to be able to keep abreast with global trends; and over-all processes regarding curriculum and instruction management throughout the district (RA 9155 or the Governance of Basic Education Act of 2002).

**Table 2. Status of Delivery of PSDS functions in terms of Instructional Management**

<b>A. INSTRUCTIONAL MANAGEMENT</b>	<b>PSDS</b>		<b>Principal</b>		<b>Average</b>	
	<b>WM</b>	<b>VD</b>	<b>WM</b>	<b>VD</b>	<b>WM</b>	<b>VD</b>
A.1. Manage the acquisition, creation, distribution, and use of learning resources in accordance with policies, guidelines, standards, and specifications.	3.83	F	3.09	S	3.46	S
A.2 Evaluate and authorize localized learning services for use by divisions and schools.	3.31	S	2.91	S	3.11	S
A.3. Create materials for a variety of delivery systems and ICT utilization	2.41	R	2.59	S	2.5	S
A.4. In cooperation with the regional CLMD, provide technical assistance to schools in the creation, manufacturing, storage, distribution, and use of learning materials.	3.96	F	3.52	F	3.74	F
A.5. Ensure that systems are in place to facilitate access to teaching and learning resources.	4.22	F	3.20	S	3.71	F
A.6.1. Assist schools and LCs in conducting curriculum and instruction research by providing technical assistance.	3.98	F	3.15	S	3.56	F
A.6.2. Undertake Division conducts research on global developments in curriculum and instruction.	3.39	S	3.11	S	3.25	S
A.6.3. Disseminate and apply research results in a realistic and attainable way.	3.20	S	2.24	R	2.72	S
<b>General Weighted Mean</b>	<b>3.54</b>	<b>F</b>	<b>2.98</b>	<b>S</b>	<b>3.26</b>	<b>S</b>

With regards to the data presented, it can be observed that the specific indicator on overseeing the PSDS received the highest weighted mean of 4.22 with a verbal definition of "frequent" for the use of processes to facilitate access to teaching and learning resources. The data present that supervisors performed well in terms of maximizing the use of the resources for instructional management. However, in terms of development in adaptation to the modern resources and resourcefulness, they seem to have lax. The statement "developing materials for various delivery systems and the use of ICT" proves it by gaining the lowest weighted mean 2.41 with a verbal description of sometimes. This means that improvement in instructional management is still a must in order to establish a smooth coordination between principals and PSDS while considering the interests of the modern learners.

Instructional management is an important feature of the rationalization plan (Weick & Sutcliffe 2001). The plan itself aims to manage instruction with the support and supervision of the Curriculum and Instruction Division. This also leads to the realignment of the roles of school principals from being school managers to academic leaders. Aside from administrative functions of school principals, they are now partnered with the CID in monitoring instructional management to achieve the vision, mission and core values of the Department of Education.

Instructional management becomes the core purpose of rationalization plan as it focuses on the improvement of instruction for the benefits of the learners. The learning should be improved with the proper management of instruction as given by classroom teachers. The rationalization of the system of the agency focuses not only to address financial mechanism but more on addressing the key education issues that all schools face.

#### ***District Instructional Supervision***

The public school district supervisors' functions in terms of district instructional supervision encompasses more of the support and assistance to the district and school issues on instruction. These include maintaining the consistency of the district and school's delivery system coherent with the national standards; supervision of budgetary allocations in different schools in the district from the national agency and stakeholders; Implement localized learning systems pilots and try-outs, as well as creative delivery modes, and use the results to refine teaching; and coordinate and conduct activities within and outside the community beneficial to all especially the learners.

**Table 3. Status of Delivery of PSDS functions in terms of District Instructional Supervision**

<b>B. DISTRICT INSTRUCTIONAL SUPERVISION</b>	<b>WM</b>	<b>VD</b>	<b>WM</b>	<b>VD</b>	<b>WM</b>	<b>VD</b>
B.1. Oversee education in all of the district's schools.	4.61	A	3.83	F	4.22	F
B.2. Provide schools and LCs with technical assistance in learning management, delivery processes, and evaluation modes for all categories of learners, in accordance with national and regional policies and standards.	4.63	A	3.26	S	3.95	F
B.3. Assist schools and LCs in the creation, implementation, tracking, and assessment of ALS programs and studies.	4.52	A	3.31	S	3.92	F
B.4. Ensure that all schools/LCs have an equal share of the SEF budget by coordinating and representing DepEd in the Municipal School Board.	2.46	R	2.20	R	2.33	R
B.5. Oversee the municipality's SEF funds' requisition, use, and liquidation by schools.	2.48	R	2.13	R	2.31	R

B.6. Coordinate resource generation and linkages with other internal and external agencies.	3.44	S	2.89	S	3.17	S
B.7. Create and enhance the district's community of schools/LCs, experienced teachers, and learners.	4.06	F	3.00	S	3.53	F
B.8. Resolve conflicts among district education stakeholders.	4.02	F	4.17	F	4.10	F
B.9. Conduct localized learning system pilots and try-outs, as well as new delivery modes, and use the outcomes to refine teaching.	4.17	F	3.26	S	3.72	F
B.10. Organize the mapping, monitoring, developmental programs, learning sessions, advocacy, resource generation, and social mobilization of literacy.	3.91	F	3.15	S	3.53	F
B.11. Assist and mentor Mobile Teachers in activism and community organizing, as well as the facilitation of learning sessions, the creation, delivery, use, and adaptation of materials.	4.07	F	3.19	S	3.63	F
<b>General Weighted Mean</b>	<b>3.85</b>	<b>F</b>	<b>3.13</b>	<b>S</b>	<b>3.49</b>	<b>S</b>

As shown in table 3, in terms of providing technical assistance to schools and LCs in learning management, delivery mechanisms, and evaluation modes for all categories of learners in accordance with national and regional policies and standards, there is a high level of instructional supervision which shows in the weighted mean 4.63 which is highest. However, in the case of coordinating and representing DepEd in the Municipal School Board and ensure that all schools/LCs have equitable share in the SEF budget, it was reflected top have the lowest weighted mean of 2.46 with a verbal description of rarely. This clearly means that there is an imbalance between technical assistance and local coordination. This difference should be settled especially there is a less supervision towards allocation of SEF budget which directly affects the performance of the school. Generally, the PSDS claimed that in the status of delivery of the basic education in terms of district instructional supervision, the PSDS had been described as frequently.

On the other hand, the principals assessed that in terms of settling disputes among education stakeholders in the district, the PSDS supervised well base on its weighted mean. In contrast, they have been negligent in monitoring the schools' requisition, use, and liquidation of the municipality's SEF funds according to the results. Generally, the principals assessed the PSDS in the status of delivery of basic education in terms of district instructional supervision as not frequently supervised.

Taking into consideration the average of the two sets of participants, generally, the status of delivery of basic education in terms of district instructional supervision had a general weighted mean of 3.49 with a verbal description of sometimes.

Ocampo (2015) noted that instructional supervision should be carefully done in terms of instructions and learning. The Division CID team should work hand-in-hand with school leaders and public school district supervisors to ensure that quality education is delivered among the students in schools especially in the public school system. As the Department of Education aims to provide quality education to cater the needs of the learners, district learning leaders in the person of district supervisors and school heads should ensure that quality instruction is given. With this, the CID team has to regularly monitor that district supervisors and school heads provide and conduct quality instructional supervision among their teachers and/or subordinates.

Furthermore, planning, implementation and management of instructional supervision should be properly made between the instructional supervisors and the CID team so as to ensure that instructional supervision is conducted the best way it should be based on the vision, mission and core values of DepEd. Cooperation among the two groups should be enhanced and practiced to provide and get the target results of instruction and supervision. Generally, in the case of district instructional supervision the principals assessed the PSDS in the status of delivery of basic education in terms of district instructional supervision with a weighted mean of 3.13 with verbal description of sometimes.

The CID, according to DepEd (2013), is charged with ensuring complete implementation of the articulated basic education curriculum, through localization/indigenization and advances in teaching the various subject-areas, in order to increase the quality of learning outcomes. It has different sections the learning resource management, instructional management, and district instructional supervision.

Improvements in the provision of and access to high-quality learning and teaching resource resources for students, as well as instructional support materials for teachers in the division, such as textbooks, in conjunction with preparation and coordination with the schools division's Library Hubs; Learning resource management and production focuses on developing, producing, and distributing accepted localized learning resources for division-wide adoption in collaboration with the regional Center for Learning Resources. It will collaborate with the ES and PSDSs to provide schools with technical assistance in the creation, processing, and distribution of learning materials, as well as the use of technology.

In relation with this, CID should ensure that schools and LCs are prepared to adopt the articulated basic education curriculum, which includes localization/indigenization and innovations as well as the provision of professional assistance in the teaching-learning phase in different subject areas in order to enhance the consistency of learning outcomes in terms of instructional management and supervision. In addition, EPSs will collaborate with both LRMD and District Supervision in their areas of expertise to ensure that schools and learning centers meet the appropriate learning outcomes and results.

**Table 4. Test of Relationship between Extent of Implementation and Professional Characteristics**

Professional Characteristics	R	Description	p-value	$\alpha$	Decision	Interpretation
Length of Supervisory Experience	-0.87	Strong Negative Relationship	0.011	0.05	Reject $H_0$	Significant
Educational Attainment	1.00	Perfect Positive Relationship	0.000	0.05	Reject $H_0$	Significant

T.-test was employed to determine whether there is a significant difference between the assessment of the principals and the PSDS. The table presents the test of relationships between the extent of implementation and the professional characteristics of the participants. The table reflected a value of -0.87 for r, with a description of strong negative relationship. The probability value of 0.011 which was less than the value of the level of significance led to the rejection of the null hypothesis. This means that as the extent of implementation increases the length of supervisory experience decreases; and as the extent of the implementation decreases the length of supervisory experience increases.



rience increases. The relationship between the extent of implementation and the length of supervisory experience was identified to be significant.

According to the study entitled “School Administrator Experience and its Implications to the Effective Delivery of School Services” (Valdez, 2011), this finding is verified with the fact that there are cases when experienced school administrators tend to develop an idle behavior towards effective delivery of school services. The study further explains that this is due to the notion that seasoned PSDSs and principals have lacked the passion and enthusiasm they once have had with their profession and veer to passing their responsibilities to a successor.

Moreover, this claim is further established with a number of unstructured interviews conducted by the researcher to the PSDSs, principals, and their school colleagues. Some experienced school-administrators become futile as they approach the twilight of their years in the service.

Furthermore, the table had shown a value of  $r = 1.00$ , with a description of perfect positive relationship. The probability value of 0.000 is less than the value of the level of significance that led to the rejection of the null hypothesis. This signifies that the higher the educational attainment, the higher is the extent of the implementation, and the lower the educational attainment the lower is the extent of the implementation. The relationship between the educational attainment of the participants and the extent of the implementation was found to be significant

ANOVA was used to measure the significant relationship between the extent of implementation of PSDS functions and professional characteristic of Public School District Supervisor.

**Table 5. Implications based on the Result of the Study**

<b>Instructional Management</b>	<b>Extent of Implementation</b>	<b>Measure and consideration to be initiated</b>	<b>Implications</b>
<b>A.1.</b> Oversee the acquisition, creation, distribution, and use of learning resources in accordance with policies, guidelines, standards, and specifications.	Sometimes	Training and development on the utilization of learning resources.	Delayed delivery of learning resources leading to shortage of materials for learners' use
<b>A.2.</b> Examine and accept localized learning materials for use by the division and the school.	Sometimes	Creation of Field Technical Assistance	Low quality of learning resources
<b>A.3.</b> Create materials for a variety of distribution methods as well as the use of ICT.	Sometimes	Creation of portal of learning resource materials for teachers	Less materials with ICT integration
<b>A.6.2.</b> Conduct Division research on curriculum and instruction that is sensitive to global trends.	Sometimes	Production of researches based on research agenda of the DepEd	Less researches on curriculum and instructions attuned to global trends can be produced
<b>A.6.3.</b> Disseminate and apply research results in a way that is realistic and attainable.	Sometimes	Well-funded dissemination and utilization of research findings	Less research results can be disseminated and utilized

District Instructional Supervisory	Extent of Implementation	Measure and consideration to be initiated	Implications
<b>B.4.</b> Ensure that all schools/LCs have an equal share of the SEF budget by coordinating and representing DepEd at the Municipal School Board.	Rarely	Appoint DepEd officials as coordinator and representative in the division.	Less SEF budget allocated for DepEd
<b>B.5.</b> Monitor the municipality's SEF funds' requisition, use, and liquidation by schools.	Rarely	Accounting and budget to monitor the schools' requisition, utilization and liquidation of SEF	Less acquisition of schools' needs
<b>B.6.</b> Coordinate resource creation and linkages with other organizations, both internal and external.	Sometimes	Assign a supervisor to coordinate with the stakeholder	Less stakeholders to support programs, projects and activities of DepEd

Table 5 presents the implications of the result of the study in the delivery of basic education. It can be gleaned from the table that for the curriculum implementation division specifically the instructional management area, low quality of learning resources with no ICT integration and less researches produced on the study's findings in the delivery of basic education included curriculum and guidance that were aligned with global developments, as well as the distribution and utilization of research results; this clearly means that the quality of learning resource materials as well as the researches on curriculum and instructions play a significant part in the delivery of basic education.

For the district instructional supervision, there would be less acquisition of schools' needs through SEF and less stakeholders to support the programs, projects and activities of the DepEd when coordination and representation of officials will not properly be implemented in the division. This means that funds and stakeholders were significant factors for the delivery of basic education.

Furthermore, this clearly means that the chief education supervisor of CID, ASDS and SDS of the division need to revisit the programs, projects and activities directly involved on instructional management and district instructional supervision so as to improve the implementation of the delivery of basic education.

**Table 6. Test of Significance between the Assessment of the Principals and of the PSDS**

Indicators	t-value	p-value	$\alpha$	Decision	Interpretation
Instructional Management	4.454	0.002	0.05	Reject $H_0$	Significant
District Instructional Supervisory	5.408	0.000	0.05	Reject $H_0$	Significant

T-test was employed to determine whether there is a significant difference between the assessment of the principals and the PSDS. Table 6 displays the test of significance between the assessment of the principals and of the PSDS. It can be noted that the probability value of 0.002 was less than the level of significance; this led to the rejection of the null hypothesis. This assures that

the assessment of the principals was not the same with the assessment of the PSDS in terms of the extent of implementation in instructional management.

Similarly, the probability value of 0.000 was less than the level of significance that led to the rejection of the null hypothesis. This means that the assessment of the principals was not the same with the assessment of the PSDS in terms of the extent of implementation in district instructional supervisory functions.

These findings are due to the verity that school personnel vary in opinion in most aspects of the educational system. The PSDS may have perceived themselves to be delivering their functions properly and effectively while the other participants/principals hold a different view. It also proposed supervisory plan for PSDS which focuses on the instructional management and district instructional supervision of the PSDS in the delivery of the basic education programs specifically indicators with seldom and rarely verbal descriptions. The supervisory plan was carefully crafted to enhance the extent of the delivery of basic education programs.

## **Discussion**

### ***Highest Educational Attainment and Length of Service of the Respondents***

As what the findings exhibited on the tables above, these implied that the principals had greater supervisory experience in the field than the PSDS. Nevertheless, they both complied with Department Order No. 26, s. 2016, otherwise known as the Revised Qualification Standards (QS). While in terms of instructional management, finding shows that PSDS use the available resources at its full benefit. However, there is still need for improvement especially in using ICT for local coordination. Generally, findings claimed that in the status of delivery of the basic education in terms of district instructional supervision as well as settling disputes among education stakeholders in the district has been frequently supervised. In contrast, data also shows that they have negligence in monitoring the municipality's SEF funds' requisition, use, and liquidation by schools. Generally, the principals assessed the PSDS in the status of delivery of basic education in terms of district instructional supervision as not frequently supervised. It shall collaborate with the ES and PSDSs to provide schools with technical assistance in the creation, processing, and distribution of learning resources, as well as the use of learning materials.

### ***Status of Delivery of PSDS functions in terms of Instructional Management***

Although PSDS are efficient towards supervising the proper utilization of the resources for instructional management, they must be flexible as well in developing strategic supervisory plan by means new trends. However, in terms of development in adaptation to the modern resources and resourcefulness, they seem to have lax. This is a must especially tools and equipment evolve as well as the subordinates. As learning system seeks to find way for improvement and evolution, supervisors should learn to cope up with these changes.

According to Weick & Sutcliffe (2001) instructional management is an important feature of the rationalization plan. The plan itself aims to manage instruction with the support and supervision of the Curriculum and Instruction Division. This also leads to the realignment of the roles of school principals from being school managers to academic leaders. However, they must learn how to construct a smoother coordination through modernized way of supervisory. With the cooperation with the EPS and their specialization, they should meet the required learning outcomes and performance.

### ***Test of Relationship between Extent of Implementation and Professional Characteristics***

The probability led to the rejection of the null hypothesis. This means that there is significant relationship between the extent of implementation and the length of supervisory experience as the extent of implementation increases the length of supervisory experience decreases; and vice-versa

This also signifies that the higher the educational attainment, the higher is the extent of the implementation, and the lower the educational attainment the lower is the extent of the implementation

Meanwhile, it also proves that without ICT integration, learning becomes low quality caused by less researches produced on curriculum and instructions attuned to global trends including research results dissemination and utilization were the implications of the result of the study in the delivery of basic education; this clearly means that the quality of learning resource materials as well as the researches on curriculum and instructions play a significant part in the delivery of basic education. For the district instructional supervision, there would be less acquisition of schools' needs through SEF and less stakeholders to support the programs, projects and activities of the DepEd when coordination and representation of officials will not properly be implemented in the division. This means that funds and stakeholders were significant factors for the delivery of basic education.

### **Implications based on the Result of the Study**

Data clearly denotes that the chief education supervisor of CID, ASDS and SDS of the division need to revisit the programs, projects and activities directly involved on instructional management and district instructional supervision so as to improve the implementation of the delivery of basic education. This also claims that the assessment of the principals was not the same with the assessment of the PSDS in terms of the extent of implementation in instructional management and instructional supervisory functions since the probability values proves the rejection of the null hypothesis.

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