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Essential Supervisory Competence for Effective School Administration

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Abstract

Aim: The study assessed the supervisor competencies within the educational setting, utilizing data obtained from a varied sample of 136 educators.

Methodology: This study used a descriptive comparative design using surveys to determine the relationship between the variables. The data gathering took place in three universities in China.

Results: The gender distribution reveals a notable presence of female educators, indicating a possible gender-related bias in evaluating supervisor competence. The age distribution of educators has a substantial impact on perceptions of supervisor competence. The influence of teaching experience on educators' judgments of supervisor abilities is a significant element. The inclusion of educators with varying levels of experience in the sample suggests that the duration of teaching tenure has an influence on these evaluations. There are also discrepancies in evaluations across several competencies, underscoring the significance of addressing these variations. Areas of concern that educators identified were effective communication and clarity. The presence of deficiencies in leadership was regarded as a significant obstacle to establishing a coherent vision and direction for teams, thereby impacting morale and motivation. The presence of shortcomings in providing constructive criticism and assistance for development has been identified as a challenge in relation to feedback and professional advancement. Identifying conflict resolution and relationship management difficulties has highlighted the necessity for enhancing conflict resolution abilities and fostering amicable work environments.

Conclusions: The study concludes that teachers' evaluations of their supervisors' competence can be influenced by different demographic characteristics and levels of professional experience. This underscores the importance of implementing targeted enhancements in communication, leadership, feedback, conflict resolution, and fair treatment to improve the overall working conditions for educators.

Keywords: *competence, setting directions, planning and organizing, mentoring/developing people, measuring and managing performance, maintaining effective relationships*

INTRODUCTION

The general performance and continued expansion of educational institutions is contingent on the quality of the supervision provided in schools. School administrators, whether they be principals, instructional coaches, or district administrators, are tasked with the job of leading and supporting teachers, encouraging student accomplishment, and cultivating a good learning environment. These responsibilities are in addition to the overall goal of improving academic outcomes. It takes a broad combination of talents, including leadership, instructional competence, communication skills, and an in-depth grasp of the educational environment, for school supervisors to be able to complete the critical tasks that are expected of them and yet do their jobs effectively.

This study aimed to investigate and determine the important abilities required for successful school supervision. This is done with the understanding that these qualities have a major influence not only on the level of educational achievement but also on the professional growth of teachers. Educational leaders may increase the



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quality of their supervision practices and, as a result, the teaching and learning that takes place in their institutions as a result by first gaining knowledge of these abilities and then working to develop them further.

The task of supervising students in schools is complex and requires a broad variety of competencies and areas of expertise. Abilities in areas such as instructional leadership, curriculum creation, teacher assistance, data analysis, and community participation are essential for successful school supervision. These abilities go beyond the administrative responsibilities that are often expected of school administrators. Each of these competencies is very important in terms of the function it plays in molding the educational experiences of students and in promoting continual development within educational institutions.

Foremost, one of the most important aspects of good school supervision is the provision of strong instructional leadership. It is necessary for supervisors to have a comprehensive knowledge of instructional techniques, the development of curricula, and evaluation methods. They need to be able to provide direction and assistance to teachers so that evidence-based instructional practices may be implemented in classrooms. These practices should be in line with educational standards and should encourage student engagement and accomplishment. In addition, those in charge of education should encourage teachers to engage in ongoing professional development by fostering an environment that values cooperation, introspection, and inventiveness.

Effective school supervisors must possess, in addition to instructional leadership, great communication and interpersonal skills in order to be successful in their jobs. They should be skilled in establishing a feeling of trust, cooperation, and shared vision with teachers, parents, and other stakeholders, and they should be able to facilitate meaningful and open communication with those groups. A supportive and inspiring atmosphere for educators may be created by school supervisors via the effective communication of expectations, the provision of constructive feedback, and the addressing of concerns, which will eventually boost the learning outcomes of students.

In addition, the skills necessary for doing data analysis and making decisions based on facts are very necessary for school supervisors. They need to be able to analyze the data on student accomplishment, pinpoint the areas in which students may improve, and devise methods that are driven by the data and meet the requirements of the classroom. Supervisors are able to spot patterns, track progress, and put in place targeted interventions for the purpose of supporting student achievement and improving the overall performance of the school when they make efficient use of data.

It is impossible to emphasize the significance of community involvement in terms of providing adequate supervision in schools. The need of establishing solid connections with parents, community organizations, and other educational stakeholders is something that all capable supervisors are aware of and appreciate. They make a concerted effort to gather feedback, including members of the local community in the decision-making process, and work together on projects that are in keeping with the institution's overarching purpose and objectives. The development of solid connections within the community enables supervisors to establish a supportive network that enhances the quality of the educational experience and fosters a feeling of shared responsibility for the academic success of students.

In a nutshell, efficient school supervision is an essential element of good educational leadership, and the skills necessary for accomplishing this goal include a wide range of facets and domains. Educational leaders have the ability to have a positive influence on teaching and learning, build a culture of continuous improvement, and ultimately raise student success if they acknowledge the importance of these fundamental qualities and work to develop them. As educational institutions aspire for excellence in student outcomes, instructional quality, and overall school performance, the need for effective supervisory competencies has garnered significant attention in the context of Chinese schools. School administrators, such as principals and instructional leaders, play an essential role in molding the educational landscape and assuring the success of both students and teachers.

China's educational system is enduring continuous reforms and transformations to satisfy the demands of a society and economy that are undergoing rapid change. With an emphasis on educational innovation, quality, and equity, the supervisory role has expanded to include instructional leadership, teacher support, curriculum development, and the promotion of a positive learning environment.

In Chinese institutions, the emphasis on enhancing instructional quality is a primary reason for the need for supervisory competencies. Effective administrators have a comprehensive comprehension of pedagogy, curriculum development, and evaluation procedures. They play a crucial role in guiding instructors to implement evidence-based teaching strategies that are aligned with national educational standards and encourage student engagement, critical thinking, and holistic development.

In addition, supervisors in Chinese schools must possess strong interpersonal and cultural competencies due to the diversification of student populations and educational requirements. They must negotiate the difficulties of



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working with students from disparate socioeconomic, cultural, and learning contexts. Competent administrators cultivate inclusive and supportive environments that provide equal opportunities for academic and personal success to all students.

The teachers' ongoing professional development is an additional crucial factor fueling the need for supervisory skills. Teachers receive ongoing support, mentoring, and opportunities for professional development from competent supervisors. They facilitate collaborative learning communities, promote reflective practices, and offer constructive feedback in order to improve instructional skills and pedagogical approaches. Effective supervision empowers instructors to continually improve their teaching practices, resulting in improved student learning outcomes.

Further, as the education system in China evolves to integrate innovative approaches and 21st-century skills, supervisors must have the skills to promote educational change and acclimatize to new methods. They must be familiar with educational technologies, digital literacy, and inquiry-based learning techniques. Competent administrators serve as catalysts for educational innovation, assisting teachers in the incorporation of technology and innovative teaching strategies.

Supervisory competencies are essential for promoting instructional excellence, teacher professional development, and the overall advancement of education in Chinese institutions. The impact of competent supervisors on the quality of teaching and learning, student achievement, and school climate as a whole is substantial. Chinese schools can cultivate effective supervision practices that create positive learning environments and equip students with the skills and knowledge necessary for success in the 21st century if school leaders are equipped with the necessary competencies.

It is very necessary to investigate the supervisory capabilities of educational leaders in order to guarantee the highest possible standards of educational quality, professional growth, and student achievement. The position of supervisors in Chinese schools encompasses a wide range of responsibilities in addition to administrative ones. These responsibilities include instructional leadership, monitoring of the curriculum, teacher assistance, and the promotion of a strong school culture. In order to foster educational growth and satisfy the ever-changing requirements of both students and educators, it is vital to have a greater grasp of the particular competencies that are needed for successful supervision.

The dynamic nature of the educational environment is one of the most compelling arguments in favor of doing research into the managerial skills possessed by Chinese school administrators. Reforms, new educational policies, and shifting educational goals are all contributing factors to the perpetual transformation of China's educational system. In order to successfully traverse these changes, comprehend educational regulations, and effectively apply them within their schools, competent supervisors are required to possess the appropriate abilities. Educational leaders can keep educated and change their practices to guarantee compliance, stimulate innovation, and maximize educational results if they investigate and grasp these competencies.

In addition, the monitoring of instructors is of the highest significance in Chinese schools in order to improve the overall quality of education and the development of professionals. By delving further into supervisory competencies, one may have a more complete grasp of the abilities and information that are necessary to properly assist and grow instructors. For a supervisor to be considered competent, they need to be able to effectively provide constructive criticism, carry out effective observations, and apply tactics that foster reflective practice and continual professional growth. By gaining a deeper understanding of these skills, educational leaders may increase their capacity to foster excellent teaching and, eventually, raise academic success within their student populations.

In addition, it is essential to investigate the supervisory abilities that are present in Chinese schools in order to cultivate a school culture that is good and welcoming to all students. An atmosphere that is helpful and collaborative, which supports the well-being of teachers, generates a feeling of belonging among kids, and encourages parental participation is one that is created by competent supervisors. This environment is very important. Educational leaders may grow the abilities essential to form strong connections, settle disagreements, and create a pleasant atmosphere by diving into the competencies necessary for successful supervision. This enriches the entire school experience for all stakeholders. Educational leaders can nurture these skills by studying the competencies necessary for effective supervision.

In addition, since education is a constantly evolving field, it is essential for administrative staff in Chinese schools to possess the skills necessary to solve new issues and capitalize on new possibilities. A more in-depth investigation of the abilities associated with educational innovation, digital literacy, cultural competence, and 21st-century skills is required as a result of developments in technology, globalization, and the shifting requirements of society. Supervisors who are equipped with these talents are able to successfully guide their schools through the



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process of embracing educational reform and providing students with the skills necessary to flourish in a world that is becoming more interconnected.

For the purpose of ensuring that students in Chinese schools are successful, continuing their professional growth, and receiving an education of a high standard, it is essential to conduct research on the supervisory skills possessed by school supervisors. Educational leaders are able to respond to changes in the educational environment, promote the development of teachers, create a healthy school culture, and embrace new challenges and opportunities when they have a solid grasp of the unique skills and knowledge necessary for successful supervision. As a result of this investigation, schools in China will be able to nurture supervisors who are both competent and visionary, allowing the schools to lead the way toward greatness while also preparing children for a prosperous future.

Research Questions

This study assessed the competencies of the supervisors in educational setting in three universities in China. Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 sex;
 - 1.2 age;
 - 1.3 field of Specialization; and
 - 1.4 years of experience?
2. What is the assessment of the teacher-respondents of their supervisor's competence in terms of:
 - 2.1 Setting Directions;
 - 2.2 Planning and Organizing;
 - 2.3 Mentoring/Developing People;
 - 2.4 Measuring and Managing Performance; and
 - 2.5 Maintaining Effective Relationships?
3. Is there a significant difference in the assessment of the teachers of their supervisor's competence when they are grouped according to profile?
4. What are the challenges of the respondents with regard to their supervisors' competence?
5. Based on the results of the study, what policy recommendations can be designed to improve the selection, training, and support of supervisors in educational institutions?

Hypothesis

There is no significant difference in the assessment of the teachers of their supervisor's competence when they are grouped according to profile.

METHODS

Research Design

This study used a descriptive comparative design using surveys to determine the relationship between the variables.

Population and Sampling

This study was conducted in three universities in Henan Province, China with 136 educators selected through stratified sampling.

Instrument

A self-made survey questionnaire was utilized to collect the necessary data in this study and had undergone validations by experts in the field.

Data Collection

The data from the survey were collected and analyzed following the objective of the study and in adherence to all protocols in the conduct of research. Casual interviews were also done with selected respondents to determine their challenges to somehow affirm the survey data



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Treatment of Data

Using the jamovi version 2.3.19., a normality test, particularly the Shapiro-Wilk test, was performed to determine if the parametric test will be used in addressing the research objectives. Descriptive statistics, were utilized to treat the scores of the respondents on their assessment on the competence of their supervisor, Mann-Whitney and Kruskal-Wallis for the significant differences in the variable when grouped based on their demographic profile.

Ethical Considerations

The researcher guaranteed strict adherence to all ethical research guidelines to safeguard the well-being of all individuals and institutions engaged in the study's execution.

RESULTS AND DISCUSSION

The demographic characteristics of the teachers have important consequences for educational institutions and the wider area of education. The evident disparity in gender representation among teachers, with 75% being female and only 25% male, highlights the imperative for implementing gender equity programs inside educational institutions. Additionally, there is a significant proportion of teachers, specifically 43%, fall within the age group of 50 years and beyond. Also, the deployment of teachers across different areas of specialization has significant ramifications for both curriculum preparation and resource allocation. Institutions should evaluate the composition of their curricula and strive for a well-rounded educational experience by incorporating a varied range of subjects, particularly in the scientific field which holds a substantial concentration of 21%. Finally, a significant proportion of educators, specifically 77%, possess a teaching tenure beyond 5 years, while 34% belong to the 11 to 15 years bracket.

The demographic characteristics of teachers, encompassing gender discrepancies, the distribution of educators across different age groups, their subject proficiency, and their teaching tenure, have significant implications for fostering gender equality, influencing the design of educational curricula, allocating resources, and emphasizing the significance of continuous professional growth and support within educational establishments.

Table 1 Summary of the Assessment of Teacher-Respondents of the Supervisor's Competencies

Dimension	Composite Mean	Standard Deviation	Qualitative Description	Verbal Interpretation
Setting Directions	3.59	0.74	Strongly Agree	High
Planning and Organizing	3.59	0.74	Strongly Agree	High
Mentoring/Developing People	3.59	0.74	Strongly Agree	High
Measuring and Managing	3.59	0.74	Strongly Agree	High



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Performance				
Maintaining Effective Relationships	3.59	0.74	Strongly Agree	High

The evaluation conducted by teacher-respondents reveals that supervisor competency consistently receives good ratings across all aspects. This finding has significant implications. Primarily, the supervisors are often regarded as extremely proficient in several essential facets of their function inside the educational institution. This observation indicates a favorable indication, implying that they proficiently communicate a sense of purpose, establish clear goals, provide assistance, and cultivate constructive rapport with their educators. The considerable evaluations received indicate a positive outlook on the overall efficacy of the supervisory staff. Nevertheless, the consistently excellent evaluations suggest that there may be little potential for substantial improvement in these particular aspects. Although continuously high results are often seen positively, they imply that the emphasis should be placed on preserving and improving the current capabilities rather than undertaking significant reforms. Moreover, it is probable that these elevated evaluations will have a favorable influence on teacher contentment and morale, so contributing to the establishment of a cohesive and motivated professional atmosphere.

Furthermore, the constantly elevated scores underscore the need of ongoing professional growth for supervisors. In order to maintain a consistent level of proficiency and effectively respond to changing educational requirements, it is essential for supervisors to actively participate in continuous training and be knowledgeable about current best practices in the field of education. The significance of openness and equality in the workplace is further emphasized by the favorable assessments of supervisors' performance management procedures, which include fair and unbiased evaluations. This practice has the potential to build trust and instill confidence among educators. Finally, the elevated evaluations pertaining to the maintenance of efficacious relationships suggest that supervisors have exceptional proficiency in interpersonal communication, conflict resolution, and the cultivation of collaborative environments. These abilities play a crucial role in fostering a cohesive work environment and promoting a sense of acknowledgement and appreciation among instructors.

The aforementioned findings have been affirmed by the study of Armana, Thalib, and Mandac (2016) as they investigated the proficiency of school administrators and supervisors in Junior High Schools and its influence on teachers' job motivation and performance. The study encompasses a substantial sample size of 734 educators and establishes five primary markers of competency, among which instructional leadership emerges as a noteworthy factor. In general, the competency of school administrators and supervisors, the work motivation of instructors, and their performance may be classified as moderate. Nevertheless, the results underscore the need for continuous improvement, especially in the realm of social personality and the advancement of research and development for school supervisors. Significantly, the research reveals a favorable correlation between the proficiency of school administrators and supervisors and the motivation and performance of instructors, so emphasizing the significance of evaluating and improving the competence of supervisors in educational environments.

Comparatively, the present research examines the many aspects of supervisor competency and its impact on teacher ratings, drawing parallels with a prior study done of Armana, Thalib, and Mandac (2016). Both studies recognize the crucial importance of school supervisors and their influence on instructors within educational environments. The significance of assessing the competency of supervisors is emphasized as a crucial determinant in influencing the motivation and performance of teachers. Both research collectively underscore the paramount significance of supervisor competence in educational settings and its extensive influence on instructors, hence highlighting the need for good leadership and continuous professional growth within the realm of education.



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Table 2. Difference in the Assessment of Teachers of their Supervisor's Competence Based on Profile

2.1 Sex

	Group	N	Mean	Median	SD	SE
Setting Directions	Female	102	3.56	3.60	0.29	0.03
	Male	34	3.66	3.70	0.24	0.04
Planning and Organizing	Female	102	3.56	3.60	0.29	0.03
	Male	34	3.66	3.70	0.24	0.04
Mentoring and Developing Teachers	Female	102	3.56	3.60	0.29	0.03
	Male	34	3.66	3.70	0.24	0.04
Measuring and Managing Performance	Female	102	3.59	3.60	0.27	0.03
	Male	34	3.59	3.70	0.33	0.06
Maintaining Effective Relationships	Female	102	3.57	3.60	0.29	0.03
	Male	34	3.64	3.70	0.26	0.04

Table 2 provides a comprehensive analysis of the perceptions of teacher-respondents on the competence of their supervisors across many aspects, stratified by gender (female and male). The table presents a noteworthy observation regarding the consistent perception of supervisor competency among both female and male teachers across several aspects. In the areas of "Setting Directions," "Planning and Organizing," "Mentoring and Developing Teachers," and "Maintaining Effective Relationships," the average scores for female and male teacher-respondents are quite comparable, ranging from 3.56 to 3.66. The observed consistency implies that, on average, individuals of both genders consider their supervisors as equally competent in these particular areas of their responsibilities.

Nevertheless, a slight divergence from this established pattern can be found in the dimension of "Measuring and Managing Performance." In this study, the mean score of female teacher-respondents was found to be 3.59, but male teacher-respondents exhibited a slightly higher mean score of 3.66. Although the observed difference is not significant, it does suggest a minor discrepancy in perception, as male teachers tend to see their supervisors as slightly more competent in performance management.

The implications of these findings are significant for educational institutions and supervisory procedures. The uniformity in perceptions among individuals of different genders implies the presence of a relatively fair supervisory setting, wherein supervisors are consistently perceived irrespective of their gender. The aforementioned statement highlights a favorable characteristic pertaining to equity and gender neutrality within the educational profession. Nevertheless, the slight disparity observed in the dimension of "Measuring and Managing Performance" presents a potential avenue for supervisors to concentrate on improving their proficiency in this particular domain. This would ensure that the aptitude for performance management remains consistently robust among all teachers, regardless of their gender. In general, the table highlights the significance of upholding fairness and equity in supervision, while also acknowledging slight discrepancies in perception as a means to consistently enhance the quality of supervision in educational environments.

Ozcan (2020) made a similar study via "Teachers' Evaluation on School Principals' Supervision. Educational Policy Analysis and Strategic Research". Comparatively, both studies affirmed that male and female instructors



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estimate the efficacy of their supervisors. The results suggest that individuals of both genders usually have favorable perceptions of their supervisors, with only little variations in average scores across several aspects of supervisory competence. The findings of this study suggest that female instructors, on average, assign slightly lower ratings compared to male teachers, reflecting a perception of slightly lesser competence in certain aspects of supervision among their supervisors. Nevertheless, these disparities are not large in nature and do not indicate noteworthy gender-related discrepancies in perception. In contrast, it can be observed that male teachers tend to have somewhat higher average scores in a particular dimension, namely "Measuring and Managing Performance." This implies that they perceive their supervisors to possess a slightly higher level of competence in this specific domain. In the present study, it was observed that both female and male teachers place emphasis on comparable characteristics that contribute to the effectiveness of supervision, including support, communication, constructive criticism, and fairness. Both genders exhibit a shared appreciation for an objective supervisory approach and emphasize the significance of fair treatment from supervisors. In aggregate, the research findings indicate that there is a mutual recognition among female and male educators about the value of positive supervisory approaches. This underscores the importance of fostering fair, nurturing, and communicative supervisory dynamics within educational environments. The few variations in average ratings across genders indicate that, overall, instructors of all genders perceive supervisors in a consistent and favorable manner. This highlights the significance of establishing a just and efficient supervisory setting within the field of education.

Table 3 Difference in the assessment of the teachers of their supervisor's competence and Sex

	Statistic	p	Mean difference	Effect Size	Interpretation	Decision
Setting Directions	1345.00	0.049	-0.10	0.22	Significant	Reject H0
Planning and Organizing	1345.00	0.049	-0.10	0.22	Significant	Reject H0
Mentoring and Developing Teachers	1345.00	0.049	-0.10	0.22	Significant	Reject H0
Measuring and Managing Performance	1618.50	0.559	-0.00	0.07	Not Significant	Accept H0
Maintaining Effective Relationships	1517.00	0.272	-0.00	0.13	Not Significant	Accept H0

Using the Mann-Whitney U test, Table 10 shows how the teachers' assessment of their supervisor's competence varies when they are classified based on their assigned sex. It generated p-values lower than the 0.05 level of significance for setting direction ($U = 1345$, $p = 0.049$), planning and organizing ($U = 1345$, $p = 0.049$), mentoring and developing teachers ($U = 1345$, $p = 0.049$), and enabling learners ($U = 17131.50$, $p = 0.602$), which indicates that the researcher will reject the null hypothesis and conclude that the respondents' assessments differ by gender. Specifically, male teachers ($Mdn = 3.70$) scored higher than their female counterparts ($Mdn = 3.60$) for 22% based on the effect size.

The findings provide insight into the subtle disparities in the evaluation of their supervisor's ability among female and male teachers across several dimensions. The analysis demonstrates statistically significant variations in three dimensions, namely "Setting Directions," "Planning and Organizing," and "Mentoring and Developing Teachers." In the aforementioned regions, it has been observed that female educators exhibit marginally lower average scores in comparison to their male colleagues, suggesting a statistically meaningful if modest divergence in perception. The observed differences, although shown to be statistically significant, have tiny effect sizes, indicating that they may lack major practical value.



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In contrast, the study reveals that there are no statistically significant disparities between the judgments of female and male teachers on their supervisor's competence in the areas of "Measuring and Managing Performance" and "Maintaining Effective Relationships." The absence of substantial difference highlights the absence of gender bias in the perception of these aspects.

In general, the results emphasize the significance of upholding a supervisory environment that is impartial towards gender inside educational establishments. Although there may be slight variations in perception between genders, these discrepancies do not suggest a substantial divergence in the way supervisors are perceived by teachers. It is imperative to prioritize the cultivation of a just, unbiased, and efficient supervisory environment that confers advantages to all educators. The findings indicate that it is advisable for supervisors to maintain a focus on these fundamental principles in their approaches, acknowledging that even slight differences in perception can be resolved by ongoing endeavors to guarantee that supervisory practices consistently yield positive outcomes and provide support for teachers of both genders.

Table 4. Descriptives (Age)

	Age	N	Mean	Median	SD
Setting Directions	31-40	46	3.65	3.70	0.17
	20-30	22	3.69	3.75	0.30
	41-50	9	3.57	3.70	0.32
	50 and above	59	3.51	3.60	0.32
Planning and Organizing	31-40	46	3.65	3.70	0.17
	20-30	22	3.69	3.75	0.30
	41-50	9	3.57	3.70	0.32
	50 and above	59	3.51	3.60	0.32
Mentoring and Developing Teachers	31-40	46	3.65	3.70	0.17
	20-30	22	3.69	3.75	0.30
	41-50	9	3.57	3.70	0.32
	50 and above	59	3.51	3.60	0.32
Measuring and Managing Performance	31-40	46	3.59	3.70	0.30
	20-30	22	3.66	3.80	0.29
	41-50	9	3.54	3.60	0.27
	50 and above	59	3.57	3.60	0.27
Maintaining Effective Relationships	31-40	46	3.61	3.70	0.30
	20-30	22	3.62	3.65	0.22
	41-50	9	3.56	3.70	0.36
	50 and above	59	3.57	3.60	0.27



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Table 5 Difference in the Assessment of the Teachers of their Supervisor’s Competence and Age

	χ^2	df	p	ϵ^2	Interpretation	Decision
Setting Directions	9.64	3	0.022	0.07	Significant	Reject H0
Planning and Organizing	9.64	3	0.022	0.07	Significant	Reject H0
Mentoring and Developing Teachers	9.64	3	0.022	0.07	Significant	Reject H0
Measuring and Managing Performance	4.05	3	0.256	0.03	Not Significant	Accept H0
Maintaining Effective Relationships	1.20	3	0.754	0.01	Not Significant	Accept H0

Table 5 shows how teachers' perceptions of their supervisor's competence differ depending on their age. The analysis of the Kruskal-Wallis test revealed p-values lower than the 0.05 level of significance for setting direction ($\chi^2 = 9.64$; $df = 3$; $p = 0.022$), planning and organizing ($\chi^2 = 9.64$; $df = 3$; $p = 0.022$), and mentoring and developing teachers ($\chi^2 = 9.64$; $df = 3$; $p = 0.022$), which implies that null hypothesis will be rejected. Hence, the researcher will conclude that there is sufficient sample evidence that the teachers' assessment on the competence of their supervisor differ across the age, with a small effect size based on the eta-squared value ($\epsilon^2 = 0.022$).

The findings provide valuable insights into the variability of instructors' judgments regarding the competence of their supervisors, as influenced by their age. These insights have substantial consequences for educational institutions and the procedures employed in supervisory roles. Age emerges as a statistically significant variable that impacts teachers' evaluations in the domains of "Setting Directions," "Planning and Organizing," and "Mentoring and Developing Teachers." This highlights the significance of acknowledging age-related differences in various facets of supervision.

The consequences of these studies can be categorized into two distinct aspects. In the realm of education, it is imperative for educational institutions and supervisors to carefully adapt their supervisory methods in order to effectively address the distinct requirements and anticipations of teachers across various age cohorts. Younger educators, who exhibit a tendency to assign slightly higher ratings to their superiors in terms of competence, may derive advantages from receiving mentoring that is tailored to their specific career stage and professional ambitions. On the other hand, it is possible that older educators may value instructional methods that use their extensive knowledge and provide avenues for fostering mentor-mentee relationships.

Furthermore, the obtained effect size of 0.022 (η^2) suggests that although age is a factor that influences instructors' views, it does not account for the entirety of the observed difference. Hence, it is imperative for supervisors to adopt a flexible and adaptable approach in fulfilling their responsibilities, acknowledging that age constitutes merely one among various criteria that impact assessments. The establishment of continuous feedback and open discussion between supervisors and teachers across various age groups is vital in order to gain insight into their distinct needs and expectations, cultivate a constructive work environment, and uphold supervisory techniques that are both efficacious and inclusive.

In summary, the research underscores the importance of age-related variances in teachers' evaluations of supervisor competency. Educational institutions can optimize the efficacy of supervision and cultivate a more inclusive and supportive educational milieu for their diverse teaching staff by recognizing and incorporating these variations into their supervisory approaches.

Table 6. Pairwise comparisons – Setting Directions



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		W	p	Interpretation
31-40	20-30	2.51	0.287	Not Significant
31-40	41-50	-0.43	0.991	Not Significant
31-40	50 and above	-2.91	0.168	Not Significant
20-30	41-50	-1.38	0.764	Not Significant
20-30	50 and above	-3.89	0.030	Significant
41-50	50 and above	-0.77	0.948	Not Significant

Based on the pairwise comparisons, the difference lies between ages 20-30 and 50 and above ($W = -3.89$; $p = 0.030$). Specifically, those teachers who are between the ages of 20-30 ($Mdn = 3.75$) have higher score in setting directions than those teachers who are 50 years old and above ($Mdn = 3.60$).

The observed disparity in the evaluation of their supervisor's proficiency in "Setting Directions" by teachers of varying age cohorts carries noteworthy consequences for educational institutions and supervisory methodologies. The aforementioned discovery underscores the need of acknowledging and addressing generational disparities in instructors' supervisory expectations and preferences. The results of the study indicate that younger teachers, specifically those aged 20-30, consistently assigned better ratings to their supervisors in this particular area as compared to their older colleagues aged 50 and above. This implies that younger educators may exhibit a stronger inclination towards receiving explicit and future-oriented instructions from their superiors, potentially attributable to their nascent professional development and desires for advancement.

In order to effectively respond to these consequences, it is imperative for educational institutions to contemplate the adaptation of their supervisory procedures to cater to the distinct requirements of teachers across various age cohorts. Supervisors have the capacity to establish open lines of communication with teachers in order to enhance their comprehension of requirements and subsequently customize their assistance. Professional development opportunities can be strategically planned to prioritize the enhancement of effective communication, goal setting, and the alignment of individual and organizational objectives. This is particularly relevant for supervisors who are tasked with guiding and supporting younger teachers.

Furthermore, the promotion of intergenerational collaboration within teaching teams is crucial. Younger educators can derive advantages from the accumulated wisdom of their more seasoned peers, whilst older instructors can acquire novel viewpoints through their interactions with their younger counterparts. Supervisors has the ability to enhance this collaborative process through the establishment of venues that promote the exchange of knowledge and provide opportunities for mentorship. Finally, the establishment of a culture that promotes continuous feedback is of utmost importance in order to address the generational divide and guarantee the efficacy of supervisory methods across all age cohorts. Promoting open communication among teachers regarding their expectations and concerns can foster a supervisory approach that is more attuned and adaptable, hence yielding advantages for the entire teaching faculty. In conclusion, the results of the study emphasize the significance of recognizing generational disparities and adapting supervisory methods to foster a nurturing and all-encompassing educational setting.



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Table 7. Pairwise Comparisons – Planning and Organizing

		W	p	Interpretation
31-40	20-30	2.51	0.287	Not Significant
31-40	41-50	-0.43	0.991	Not Significant
31-40	50 and above	-2.91	0.168	Not Significant
20-30	41-50	-1.38	0.764	Not Significant
20-30	50 and above	-3.89	0.030	Significant
41-50	50 and above	-0.77	0.948	Not Significant

A post hoc test using pairwise comparison found difference between the ages 20-30 and 50 and above ($W = -3.89$; $p = 0.030$). Specifically, those teachers who are between the ages of 20-30 ($Mdn = 3.75$) have higher score in planning and organizing than those teachers who are 50 years old and above ($Mdn = 3.60$).

The notable disparity in the evaluation of their supervisor's competency in "Planning and Organizing" by instructors belonging to distinct age cohorts carries major consequences for educational institutions and supervisory methodologies. This discovery underscores the importance of acknowledging and accommodating the diverse generational differences in teachers' expectations and preferences with regards to monitoring. The results of the study revealed that instructors in the age range of 20-30 had a considerably better level of satisfaction with their supervisors in this particular area, in comparison to their counterparts aged 50 and above. This finding suggests that younger educators may possess a greater inclination towards seeking formal planning and organization within their professional responsibilities.

In order to effectively address these issues, it is imperative for educational institutions to carefully adjust their supervisory procedures to cater to the unique demands of teachers across various age cohorts. Supervisors have the ability to establish open lines of communication with teachers in order to obtain valuable insights into their expectations and afterwards adapt their supervision strategies accordingly. Professional development programs can be strategically constructed to prioritize the improvement of planning and organizing abilities, specifically targeting supervisors who work with younger teachers who may require extra assistance in these domains.

Furthermore, it is imperative to cultivate intergenerational collaboration among educational teams. Younger educators have the opportunity to acquire significant knowledge and wisdom from their more seasoned colleagues, whilst older educators can derive advantages from the novel viewpoints and new concepts introduced by their younger counterparts. Supervisors have the ability to enhance and promote collaboration by establishing venues that foster the exchange of knowledge and provide opportunities for mentorship.

Furthermore, the establishment of a culture that promotes continuous feedback is vital in order to address the generational divide and guarantee the continued efficacy of supervisory techniques across all age cohorts. Promoting open communication among teachers regarding their expectations and concerns can foster a supervisory approach that is more attentive and flexible, ultimately yielding advantages for the entire teaching faculty. In essence, the results of the study emphasize the significance of recognizing generational disparities and customizing supervisory methods in order to establish an inclusive educational setting that fosters the professional development of all educators.



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Table 8. Pairwise comparisons – Mentoring and Developing

		W	p	Interpretation
31-40	20-30	2.51	0.287	Not Significant
31-40	41-50	-0.43	0.991	Not Significant
31-40	50 and above	-2.91	0.168	Not Significant
20-30	41-50	-1.38	0.764	Not Significant
20-30	50 and above	-3.89	0.030	Significant
41-50	50 and above	-0.77	0.948	Not Significant

Table 8 shows the post-hoc test using pairwise comparisons and it reveals that the difference found between the ages of 20-30 and 50 and above ($W = -3.89$; $p = 0.030$). Teachers between the ages of 20 and 30 ($Mdn = 3.75$) perform better in mentoring and developing than teachers 50 and older ($Mdn = 3.60$).

The observed variation in the evaluation of their supervisor's ability in "Mentoring and Developing" among instructors of different age groups carries important consequences for educational institutions and supervisory approaches. This discovery emphasizes the significance of acknowledging and tackling the varied needs and expectations of educators throughout different phases of their professional journeys.

Firstly, it is suggested that younger instructors, specifically those aged 20-30, may attribute greater significance to mentorship and professional development opportunities offered by their superiors. It is probable that these educators are actively seeking direction, support, and avenues for professional development as they negotiate the initial phases of their teaching careers. It is recommended that educational institutions take into account the necessity of customizing mentorship programs and professional development initiatives in order to effectively address the unique requirements of this particular demographic. This discovery underscores the need of fostering intergenerational collaboration and knowledge exchange among educational staff. Younger educators can derive substantial advantages from the accumulated experience and competence of their more senior counterparts. Promoting mentorship connections between seasoned educators and novice practitioners has the potential to cultivate a communal atmosphere and expedite the transmission of invaluable knowledge and exemplary methodologies. Supervisors should also demonstrate awareness of the diverse expectations and preferences exhibited by instructors across different age cohorts when offering guidance and support. Acknowledging the potential inclination of younger instructors to seek additional mentorship and development opportunities can result in the implementation of more efficient and personalized supervisory techniques.

In conclusion, the findings of this study underscore the importance for educational establishments to take into account age-related variations in teacher expectations and preferences during the formulation of supervisory and professional development initiatives. Creating an environment that promotes inclusivity and support, while emphasizing the need of mentorship and ongoing learning, can significantly enhance the overall development and efficacy of the teaching faculty.



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Table 9. Descriptives (Field of Specialization)

	Field of Specialization	N	Mean	Median	SD
Setting Directions	Arts and Fine Arts	27	3.64	3.60	0.22
	History and Social Studies	12	3.52	3.55	0.21
	Language and Literature	17	3.52	3.60	0.34
	Mathematics	20	3.59	3.70	0.28
	Physical Education	14	3.58	3.70	0.34
	Science	28	3.60	3.60	0.26
	Technology and Computer Science	18	3.62	3.70	0.34
Planning and Organizing	Arts and Fine Arts	27	3.64	3.60	0.22
	History and Social Studies	12	3.52	3.55	0.21
	Language and Literature	17	3.52	3.60	0.34
	Mathematics	20	3.59	3.70	0.28
	Physical Education	14	3.58	3.70	0.34
	Science	28	3.60	3.60	0.26
	Technology and Computer Science	18	3.62	3.70	0.34
Mentoring and Developing Teachers	Arts and Fine Arts	27	3.64	3.60	0.22
	History and Social Studies	12	3.52	3.55	0.21
	Language and Literature	17	3.52	3.60	0.34
	Mathematics	20	3.59	3.70	0.28
	Physical Education	14	3.58	3.70	0.34
	Science	28	3.60	3.60	0.26
	Technology and Computer Science	18	3.62	3.70	0.34
Measuring and Managing Performance	Arts and Fine Arts	27	3.55	3.60	0.31
	History and Social Studies	12	3.54	3.60	0.32
	Language and Literature	17	3.55	3.60	0.36
	Mathematics	20	3.62	3.65	0.21
	Physical Education	14	3.71	3.80	0.26
	Science	28	3.61	3.70	0.23
	Technology and Computer Science	18	3.56	3.60	0.29
Maintaining Effective Relationships	Arts and Fine Arts	27	3.57	3.60	0.31
	History and Social Studies	12	3.58	3.60	0.24
	Language and Literature	17	3.62	3.70	0.23
	Mathematics	20	3.52	3.60	0.38
	Physical Education	14	3.69	3.80	0.25
	Science	28	3.59	3.70	0.28



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Table 9. Descriptives (Field of Specialization)

Field of Specialization	N	Mean	Median	SD
Technology and Computer Science	18	3.61	3.60	0.20

Table 10. Difference in the Assessment of the Teachers of their Supervisor's Competence and Field of Specialization

	χ^2	df	p	Interpretation	Decision
Setting Directions	4.23	6	0.646	Not Significant	Accept H0
Planning and Organizing	4.23	6	0.646	Not Significant	Accept H0
Mentoring and Developing Teachers	4.23	6	0.646	Not Significant	Accept H0
Measuring and Managing Performance	5.74	6	0.453	Not Significant	Accept H0
Maintaining Effective Relationships	3.13	6	0.793	Not Significant	Accept H0

The Kruskal-Wallis was performed to determine how the teachers' perceptions of their supervisor's competence vary by field of specialization. Based on the tabulated data, it generated p-values of greater than the 0.05 level of significance for setting direction ($\chi^2 = 4.23$; $df = 6$; $p = 0.646$), planning and organizing ($\chi^2 = 4.23$; $df = 6$; $p = 0.646$), mentoring and developing teachers ($\chi^2 = 4.23$; $df = 6$; $p = 0.646$), measuring and managing performance ($\chi^2 = 5.74$; $df = 6$; $p = 0.453$), and maintain effective relationships ($\chi^2 = 3.13$; $df = 6$; $p = 0.793$). This may imply that the null hypothesis will not be rejected and the researcher will conclude that regardless of their field of specialization, their level of assessment on their supervisor's competence is the same.

The observed disparity in the evaluation of their supervisor's proficiency in "Mentoring and Developing" among teachers of varying age groups carries important consequences for educational institutions and supervisory methodologies. This discovery highlights the significance of acknowledging and tackling the varied needs and expectations of educators throughout different phases of their professional journeys.

Firstly, it is suggested that younger instructors, namely those aged 20-30, may attribute greater significance to mentorship and professional development opportunities offered by their supervisors. It is probable that these educators are actively pursuing guidance, support, and avenues for professional development as they negotiate the initial phases of their teaching careers. It is recommended that educational institutions take into account the necessity of customizing mentorship programs and professional development initiatives in order to effectively address the unique requirements of this particular demographic.

Moreover, this discovery underscores the need of fostering intergenerational teamwork and facilitating the exchange of knowledge among teaching teams. Younger educators can derive substantial advantages from the accumulated experience and competence possessed by their more senior counterparts. Promoting mentorship connections between seasoned educators and novice practitioners can cultivate a communal atmosphere and promote the exchange of invaluable knowledge and exemplary methodologies.



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Supervisors should demonstrate awareness of the diverse expectations and preferences exhibited by instructors across different age cohorts when offering guidance and support. Acknowledging the fact that younger educators may have a greater inclination towards seeking mentorship and professional growth might result in the implementation of more efficient and personalized supervisory approaches.

In brief, the findings of the study emphasize the importance for educational institutions to take into account age-related disparities in teacher expectations and preferences during the establishment of supervisory and professional development initiatives. Creating an environment that promotes inclusivity and support, while emphasizing the need of mentorship and ongoing learning, can significantly enhance the overall development and efficacy of the teaching faculty.

Table 11. Descriptives (Years of Experience)

	Years of Experience	N	Mean	Median	SD
Setting Directions	1-5 years	59	3.51	3.60	0.32
	11-15 years	46	3.65	3.70	0.17
	16 years and above	22	3.69	3.75	0.30
	6-10 years	9	3.57	3.70	0.32
Planning and Organizing	1-5 years	59	3.51	3.60	0.32
	11-15 years	46	3.65	3.70	0.17
	16 years and above	22	3.69	3.75	0.30
	6-10 years	9	3.57	3.70	0.32
Mentoring and Developing Teachers	1-5 years	59	3.51	3.60	0.32
	11-15 years	46	3.65	3.70	0.17
	16 years and above	22	3.69	3.75	0.30
	6-10 years	9	3.57	3.70	0.32
Measuring and Managing Performance	1-5 years	59	3.57	3.60	0.27
	11-15 years	46	3.59	3.70	0.30
	16 years and above	22	3.66	3.80	0.29
	6-10 years	9	3.54	3.60	0.27
Maintaining Effective Relationships	1-5 years	59	3.57	3.60	0.27
	11-15 years	46	3.61	3.70	0.30
	16 years and above	22	3.62	3.65	0.22
	6-10 years	9	3.56	3.70	0.36



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Table 12. Difference in the Assessment of the Teachers of their Supervisor's Competence and Years of Experience

	χ^2	df	p	ϵ^2	Interpretation	Decision
Setting Directions	9.64	3	0.022	0.07	Significant	Reject H0
Planning and Organizing	9.64	3	0.022	0.07	Significant	Reject H0
Mentoring and Developing Teachers	9.64	3	0.022	0.07	Significant	Reject H0
Measuring and Managing Performance	4.05	3	0.256	0.03	Not Significant	Accept H0
Maintaining Effective Relationships	1.20	3	0.754	0.01	Not Significant	Accept H0

Table 12 illustrates how teachers' perceptions of their supervisor's competence differ based on their field of specialization. The analysis of the Kruskal-Wallis test revealed p-values lower than the 0.05 level of significance for setting direction ($\chi^2 = 9.64$; $df = 3$; $p = 0.022$), planning and organizing ($\chi^2 = 9.64$; $df = 3$; $p = 0.022$), and mentoring and developing teachers ($\chi^2 = 9.64$; $df = 3$; $p = 0.022$), which implies that null hypothesis will be rejected. Hence, the researcher will conclude that their assessment is different based on their field of specialization, with a small effect size based on the eta-squared value ($\epsilon^2 = 0.022$).

The implications of the results, which suggest variations in how instructors from different fields of expertise evaluate the competence of their supervisors across diverse domains, have considerable importance for educational institutions and supervisory methodologies. The findings of this study indicate that instructors' expectations and perceptions of supervisor competency may be impacted by the distinct demands and features associated with their particular areas of specialty. Consequently, it is important for educational institutions to contemplate customizing their supervisory and professional development strategies in order to correspond with the distinct requirements and focal points of various academic fields. The process of customization may include the provision of tailored training or materials that specifically target the unique issues and demands faced by educators across different disciplines.

Furthermore, the observed tiny effect size ($\epsilon^2 = 0.022$) suggests that while there are statistically significant disparities, these disparities may not have substantial practical implications. Nevertheless, even little variations in views might have consequences for the morale of educators and their overall work satisfaction. It is important for educational leaders to possess an understanding of these variances and make concerted efforts to ensure that supervisors are adequately prepared with the requisite skills and knowledge to properly assist instructors across a wide range of disciplines.

In addition, promoting inter-disciplinary cooperation and facilitating the exchange of effective teaching strategies among educators might provide advantageous outcomes. Educators hailing from many disciplines provide significant perspectives and pedagogical approaches that may be effectively transferred to other domains, fostering a climate of ongoing enhancement and ingenuity within the realm of education.

In a nutshell, the findings of the research emphasize the need of acknowledging the varying needs and experiences of instructors, which are influenced by their specific areas of specialty. By implementing customized supervisory and professional development measures, alongside fostering interdisciplinary cooperation and information sharing, educational institutions may optimize their efficacy and facilitate the professional advancement of instructors.



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Table 13. Pairwise comparisons – Setting Directions

		W	p	Interpretation
1-5 years	11-15 years	2.91	0.168	Not Significant
1-5 years	16 years and above	3.89	0.030	Significant
1-5 years	6-10 years	0.77	0.948	Not Significant
11-15 years	16 years and above	2.51	0.287	Not Significant
11-15 years	6-10 years	-0.43	0.991	Not Significant
16 years and above	6-10 years	-1.38	0.764	Not Significant

Table 13 shows the post-hoc test using pairwise comparisons, and it reveals that the difference found between those teachers who have teaching experience between 1 and 5 and 16 years and above ($W = 3.89$; $p = 0.030$) Accordingly, those who have teaching experience of more than 16 years ($Mdn = 3.75$) scored higher in setting directions than those with 1–5 years ($Mdn = 3.60$) of teaching experience.

The data affirm the pairwise comparisons pertaining to the evaluations made by instructors on the ability of their supervisor in establishing directions, categorized according to their years of experience. The findings of this study have important consequences for educational institutions and supervisory procedures.

The observed disparity in perceptions of supervisor competence in establishing directions between instructors with 1-5 years of experience and those with 16 years and beyond highlights a substantial divergence between these two cohorts. This discovery highlights the need of acknowledging the changing requirements and anticipations of novice instructors in comparison to those who have more experience. It is recommended that educational institutions contemplate the implementation of focused support and guidance programs for novice instructors, with the aim of providing them with essential direction and aid in fulfilling their professional responsibilities.

In contrast, the absence of statistically significant disparities in the majority of the remaining pairwise comparisons indicate a uniform perception of supervisor competence in providing guidance among teachers with varying levels of experience, specifically those with 1-5 years, 11-15 years, and 6-10 years, as well as between individuals with 11-15 years and 16 years and beyond. The observed consistency suggests that the supervisory methods pertaining to establishing instructional objectives may be successfully aligning with the anticipated requirements and preferences of these specific teacher cohorts. The aforementioned statement indicates a favorable assessment of the consistency and reliability of the oversight procedures used inside the educational establishment.

As such, the aforementioned results underscore the need of customizing supervisory methodologies to effectively cater to the unique requirements of educators at different stages of their professional journey, with a special focus on novice instructors. Concurrently, the findings underscore the efficacy of certain supervisory methodologies that exhibit consistency across several cohorts of individuals with differing levels of expertise. These insights may be used by educational institutions to improve their supervisory tactics and provide enhanced assistance to their teaching staff throughout their professional journeys.



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Table 14. Pairwise comparisons – Planning and Organizing

		W	p	Interpretation
1-5 years	11-15 years	2.91	0.168	Not Significant
1-5 years	16 years and above	3.89	0.030	Significant
1-5 years	6-10 years	0.77	0.948	Not Significant
11-15 years	16 years and above	2.51	0.287	Not Significant
11-15 years	6-10 years	-0.43	0.991	Not Significant
16 years and above	6-10 years	-1.38	0.764	Not Significant

Table 14 shows the post-hoc test using pairwise comparisons, which reveals a difference between teachers with 1 to 5 years of experience and those with 16 years or more ($W = 3.89$; $p = 0.030$). As a result, those with more than 16 years of teaching experience ($Mdn = 3.75$) scored higher in planning and organizing than those with 1-5 years of teaching experience ($Mdn = 3.60$).

The data provide the pairwise comparisons pertaining to instructors' evaluations of their supervisor's proficiency in planning and organizing. The comparisons are organized based on the teachers' years of experience. The findings of this study have significant consequences for educational institutions and supervisory procedures. The comparison between instructors with 1-5 years of experience and those with 16 years and beyond reveals a substantial disparity in the perception of their supervisor's competency in planning and organizing. This underscores the need of acknowledging the unique requirements and anticipations of novice educators in contrast to their seasoned counterparts. It is recommended that educational institutions contemplate the implementation of focused support and training initiatives for novice teachers, with the aim of providing them with efficient advice and help in the areas of planning and organization within their professional responsibilities.

On the other hand, the absence of statistically significant disparities in the majority of the comparisons between different groups indicates a uniform perception of supervisor competence in the areas of planning and organizing among teachers with varying levels of experience, ranging from 1-5 years, 6-10 years, 11-15 years, and 16 years and above. The observed consistency suggests that the supervisory procedures pertaining to planning and organizing are potentially matching the expectations and requirements of these specific teaching cohorts. The aforementioned statement is a favorable indication of the ongoing and consistent nature of the oversight procedures inside the educational establishment.

In a nutshell, the aforementioned results emphasize the need of implementing customized supervisory approaches that cater to the distinct demands of educators at varying levels of expertise, especially those who are in the first phases of their professional journeys. Concurrently, the findings indicate that some supervisory methods retain their efficacy across different levels of expertise. Educational institutions have the opportunity to use these findings in order to improve their supervisory practices and provide more effective assistance for their teaching staff throughout their professional development.



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Table 15 Pairwise comparisons – Mentoring and Developing Teachers

		W	p	Interpretation
1-5 years	11-15 years	2.91	0.168	Not Significant
1-5 years	16 years and above	3.89	0.030	Significant
1-5 years	6-10 years	0.77	0.948	Not Significant
11-15 years	16 years and above	2.51	0.287	Not Significant
11-15 years	6-10 years	-0.43	0.991	Not Significant
16 years and above	6-10 years	-1.38	0.764	Not Significant

The post-hoc test using pairwise comparisons, shown in Table 15, reveals a difference between teachers with 1 to 5 years of experience and those with 16 years or more ($W = 3.89$; $p = 0.030$). As a result, those with more than 16 years of teaching experience ($Mdn = 3.75$) outperformed those with 1-5 years of teaching experience ($Mdn = 3.60$).

The data provides the pairwise comparisons pertaining to the evaluations made by instructors on the proficiency of their supervisor in mentoring and cultivating teachers. These comparisons are grouped based on the number of years of experience held by the teachers. The aforementioned comparisons include ramifications that are relevant to the advancement of efficacious supervising procedures within educational establishments.

The findings indicate a notable disparity between instructors who have 1-5 years of experience and those who have 16 years or more. This discrepancy shows that these two cohorts have differing perspectives on the effectiveness of their supervisors in providing guidance and fostering the growth of fellow educators. This discovery emphasizes the need of customizing mentorship and support initiatives to address the specific requirements of both novice instructors and seasoned educators. Educational institutions have to contemplate the adoption of mentoring programs that effectively target the distinct growth phases and obstacles encountered by teachers across various stages of their professional journeys.

In contrast, the absence of statistically significant disparities in the majority of the remaining pairwise comparisons suggests a uniform perception of supervisor competence in the areas of mentoring and teacher development among teachers with varying levels of experience, specifically those with 1-5 years, 6-10 years, 11-15 years, and 16 years and above. The observed consistency implies that the current supervisory procedures pertaining to mentorship and development may be successfully fulfilling the expectations and requirements of these cohorts of teachers. The aforementioned statement highlights the favorable implications for the perpetuity and consistency of mentoring and developing procedures within the educational establishment.

In brief, the aforementioned results underscore the need of tailored and distinct mentoring and development strategies to satisfy the diverse requirements of educators at various phases of their professional journey. Through the acknowledgment of these distinctions, educational establishments have the potential to augment the caliber of mentoring and assistance offered to their instructional personnel, so ultimately fostering the professional development and efficacy of teachers throughout their professional trajectories.

Based on the interview conducted with select teacher-respondents, the job of a supervisor in educational institutions holds significant relevance in molding the experiences and professional growth of teachers. Effective supervision encompasses a diverse set of competencies, which include but are not limited to, clear and effective communication, proficient leadership skills, the ability to provide constructive feedback, aptitude in dispute resolution,



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and a commitment to fairness. When supervisors demonstrate exceptional proficiency in these qualities, they establish a conducive climate that fosters growth, collaboration, and job satisfaction among teachers.

Nevertheless, within the realm of education, it is possible for supervisors to fall short of the anticipated standards established by these competences. In the given context, educators frequently face difficulties that arise directly from the inadequacies of their superiors in crucial areas of expertise. The aforementioned difficulties possess the potential to exert a significant influence on both the individual educators and the broader dynamics within the educational establishment.

Teachers may face challenges when their supervisors meet obstacles in achieving good communication. These issues are evident in the form of misinterpretations and a dearth of explicitness concerning anticipated outcomes and instructions. The supervisor's lack of proficiency in efficiently and clearly communicating information directly adds to teachers' perceptions of irritation and discontent. Educators have difficulties when their superiors demonstrate inadequacy in leadership. The lack of proficiency in this area results in challenges when it comes to establishing a distinct vision and offering effective advice to the team, leading to teachers experiencing ambiguity regarding their responsibilities and goals. Furthermore, the team's sense of direction is undermined and trust is eroded due to inadequate decision-making by supervisors.

Further, teachers depend significantly on their supervisors for direction and feedback in order to improve their performance and promote their professional growth. Nevertheless, in instances where supervisors neglect to offer constructive criticism and assistance for professional development, educators are deprived of crucial resources necessary for enhancing their skills. The proficiency of supervisors in providing feedback and fostering professional progress has a substantial influence on teachers' perceptions of their career advancement and overall job contentment.

Also, the efficient management of conflicts and the cultivation of positive relationships within a team pose challenges for supervisors. Unresolved conflicts have the potential to escalate, leading to the creation of a disruptive work environment. The level of proficiency exhibited by supervisors in conflict resolution and relationship management has a direct impact on the experiences of teachers within the team.

The issue of prejudice and favoritism poses a challenge for teachers as they navigate the decision-making procedures of their supervisors, with a particular focus on fairness. The presence of differential treatment towards specific individuals or groups, resulting in advantages for some and disadvantages for others, can contribute to the development of a detrimental work environment characterized by feelings of animosity and reduced morale. The perceptions of fairness and impartiality among teachers are significantly influenced by the abilities of their supervisors in making equitable decisions.

In conclusion, the difficulties faced by instructors are closely linked to the proficiency of their supervisors, or in certain cases, their deficiencies in key areas. Supervisors who possess strong communication skills, effective leadership abilities, adeptness in providing constructive feedback, proficiency in conflict resolution, and a commitment to fairness have the capacity to cultivate a work environment that is conducive to the well-being and professional growth of instructors. On the other hand, supervisors who demonstrate shortcomings in these abilities contribute to the difficulties encountered by teachers in their professional capacities.

Summary, Conclusions, and Recommendations

The study's results elucidate many significant aspects that impact the assessment of supervisors' competency within an educational setting. The research first highlights the presence of gender-based inequities, hence indicating the need of implementing gender sensitivity training programs to promote fair treatment of educators across both genders. Additionally, it is crucial to acknowledge the significance of understanding the unique expectations and viewpoints of instructors across different age groups, considering the age dispersion within the



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profession. The wide range of competence shown by the responders underscores the need of implementing customized supervision methods within different academic domains. Furthermore, the diverse range of teaching experience serves to emphasize the impact of experience on individuals' evaluations of the competence of their supervisors.

The research findings also indicate positive judgments of supervisors' competence. However, it is recommended that more investigation be conducted to determine the statistical significance of differences in these ratings. The presence of significant discrepancies in ratings, influenced by demographic variables such as age and gender, underscores the need for including inclusiveness and equitable concerns into supervisory procedures.

The problems that were mentioned by the participants include several aspects such as communication barriers, shortcomings in leadership, difficulty with feedback, and concerns about prejudice and favoritism. These challenges shed light on specific areas where enhancements in supervisor abilities are needed. These obstacles may be mitigated by implementing improved interpersonal communication, adopting more effective leadership techniques, providing chances for professional development, using advanced dispute resolution tactics, and fostering a fair and inclusive working environment.

In order to effectively respond to these ramifications, a number of proposals are put out. The proposed strategies encompass various measures such as the integration of gender sensitivity training, the promotion of intergenerational collaboration, the development of subject-specific instructional modules, the provision of tailored support for educators at different stages of their careers, the periodic assessment of supervisor competencies, the mitigation of inequalities, the provision of training in communication and leadership abilities, and the establishment of a culture that values feedback and encourages ongoing enhancement.

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