

EXTENT OF SUPERVISORY PRACTICES AND EFFICIENCY LEVELS OF PE DEPARTMENT CHAIRS IN PANGASINAN STATE UNIVERSITY

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Abstract - *The study aims to determine the extent of supervisory practices and efficiency levels of PE Department Chairs in Pangasinan State University. It also determines how well the PE Department Chairs in terms of their performance in their supervisory practices as perceived by their faculty members and as perceived by themselves. Normative descriptive method of research was utilized in the study. Stratified random sampling technique was also utilized in identifying the respondents who are PE department chairs in Pangasinan State University. The research instrument that was utilized in gathering the data is a questionnaire which validated by experts and eventually distributed and retrieved by the researchers. The data gathered were analyzed and interpreted using frequency, percentages, weighted mean, Spearman's rho Correlation and point biserial correlation. Clinical supervision is rated as the highest among the other supervisory practices when it comes to its effectiveness for PE department chairs in Pangasinan State University. Further, there is a significant relationship between the efficacy levels of the extent of supervisory practices of school principals on the selected profile variables of respondents in terms of age and number of years in service. Likewise, there is a significant relationship between the extent of the supervisory practices so also the efficacy level of PE Department heads in Pangasinan State University.*

Keywords – *supervision, extent of supervisory practices, efficacy levels, clinical supervision, differentiated supervision, conference type supervision, department chairs*

INTRODUCTION

Working two jobs simultaneously under one job title, also known as having dual roles, is a growing phenomenon among administrators in public higher education across the world (Armstrong & Woloshyn, 2017; Caza et al., 2018; Cleverley-Thompson, 2016; Gonaim, 2016). For example, the intricate position of the department chair in higher education institutions links students to faculty, faculty administration, and people to the organization ((Armstrong & Woloshyn, 2017; Caza et al., 2018; Cleverley-Thompson, 2016; Gonaim, 2016). In other terms, the department chair's seat is the buffer zone between faculty and administration as they are mediators, communicators, and facilitators (Armstrong & Woloshyn, 2017; Caza et al., 2018; Cleverley-Thompson, 2016; Gonaim, 2016).

The department chairs have a very strategic and challenging position since a great deal of work at universities is completed at this level (Weaver et al., 2019). Department chairs are tasked with curriculum planning, performance reviews, fiscal oversight, advocating for and representing their department to the university at large and to external constituents. Clearly, department chairs require skills different from those that originally attracted them to the independent life of a scholar and require leadership responsibilities that differ from those of their predecessors (Weaver et al., 2019).

In addition, in the Pangasinan State University, the department chair is the educational leader in a particular building appointed by the Campus Executive Director upon the recommendation of the Program Dean. He/She is primarily responsible for providing

educational leadership in his/her department matters related to the delivery of instructions, classroom management, maintenance of academic standards and student discipline and decorum, and the management of co-curricular and extracurricular activities.

But how does a department chair, with all his/her work and duties, perform well in the university? How does he/she supervise the school and its constituents?

In this research, therefore, the researchers characterized a department chair in a certain campus in terms of the extent of supervisory practices and its efficacy levels. In this manner, it could be used as an avenue for improvement for department chairs in strengthening their supervisory practices and skills.

OBJECTIVES OF THE STUDY

To determine the relationship of the extent of supervisory practices and efficacy level of Department Chairs in Pangasinan State University in terms of their supervisory practices which are clinical supervision, differentiated, and conference type supervision for 2023-2024 and back to 2022-2023 and 2021-2022. In line with this, this study will benefit the university, the department chairs and the faculty.

MATERIALS AND METHOD

The research utilized ex post facto design in this study. The function of this design is to provide for the collection of relevant evidence with optimum effort, time and expenditure (Pandey 2015). The research design of this study utilized normative descriptive method. Since it is an important tool to gather evidence relating to certain social problems, this study is concerned with the present and attempt to determine the status of the phenomenon under investigation.

This design was used to collect numerical data from a group of people/respondents, and then generalize those findings to explain the phenomenon. Likewise, the significant relationship shall also be determined based on the analysis of the variables. These designs were applied to obtain all the necessary information as reliable as possible pertinent in this investigation.

Furthermore, the researchers presumed it as the most appropriate method to find out the extent of supervisory practices and efficacy levels of school principals in Pangasinan State University, as appraised by the department chairs and by the teachers.

Data Gathering Procedure:

The researchers will seek the permission from the president of the university to conduct this study and administrator the corresponding questionnaire to two sets of respondents who are the department chairs and their respective PE teachers. After which, the researchers will personally administer the research instrument to the target respondents and then retrieve it on an appointed schedule. The researcher will personally tabulate and process the data by making use of the approved statistical tools.

Statistical Tool:

- (1) To determine the profile of the respondents in terms of age, sex, current campus, total number of teachers, total number of learners, number of years in service as department chair, and educational attainment, frequency, and percentage were used.
- (2) To identify the extent of supervisory practices of department chairs, frequency, percentage, and weighted mean were utilized.
- (3) To identify the efficacy levels of the supervisory practices of department chairs, frequency, percentage, and weighted mean were utilized.

(4) To identify the significant relationship between the efficacy levels of the extent of supervisory practices of department chairs and the selected profile variables of the respondents, Spearman’s rho and point biserial correlation were utilized.

(5) To identify the significant relationship of the extent of supervisory practices and efficacy levels of department chairs, Spearman’s rho correlation as utilized.

RESULTS AND DISCUSSION

Table 1. Profile of School Principals

Variables	Category	Frequency	%
Age	40-45 years old	3	42.9
	46-50 years old	1	14.3
	51-55 years old	1	14.3
	56 and above	2	28.6
	Sex	Male	5
	Female	2	28.6
Total No. of Teachers	20-30	1	14.3
	31-40	1	14.3
	41-50	4	57.1
	51 and above	1	14.3
	Total No. of Learners	100-200	2
201-300		1	14.3
301-400		2	28.6
401-500		1	14.3
501 and above		1	14.3
No. of Years in Service	1-5 years	1	14.3
	6-10 years	2	28.6
	11-15 years	2	28.6
	16 years and above	2	28.6
	Highest Educational Attainment (Qualifications)	Master’s degree	5
Doctorate degree		2	28.6

Table 1 presents the gathered profile data of the sampled PE department chairs. The following are the major findings on this study in terms of the respondents’ profile; (a) belongs to age ranging from 40-45 years old with a percentage of (42.9%); (b) are male candidates with (71.4%); (c) majority has 41-50 total number of teachers or (57.1%); (d) most of the schools have a total no. of learners reaching from 301-400 or (28.6%); (e) in terms of no. of years in service, ranges 6-10, 11-15, & 16 yrs. and above have equal percentages of (28.6%); and (f) having a Master’s degree as the highest educational attainment equivalent to (71.4%).

Table 2. Extent of Supervisory Practices of department chairs

Domain	(Frequency) %			WM	I
	5	4	3		
Clinical Supervision					
6. Inspire teachers to exemplify personal and professional qualities that preserve the dignity of teaching profession	(6) 86.71	(1) 14.29		4.86	VHE
9. Assist teachers align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners	(4) 57.14	(3) 42.86		4.57	VHE
12. Guide teachers deliver accurate and updated content knowledge using appropriate methodologies, approaches, and strategies	(5) 71.43	(2) 28.57		4.71	VHE
14. Guarantee new and innovative teaching strategies are integrated in the teacher’s daily lesson plan and implemented in the classroom	(5) 71.43	(2) 28.57		4.71	VHE
18. Encourage and assist teachers to integrate the use of ICTs in the classroom	(5) 71.43	(2) 28.57		4.71	VHE
Average Weighted Mean	4.71				VHE
Differentiated Supervision					
1. Provide timely and accurate feedback to teachers to encourage them to reflect on and monitor their own teaching and professional growth	(4) 57.14	(3) 42.86		4.57	VHE
2. Establish and maintain consistent standards of teachers’ behavior	(6) 86.71	(1) 14.29		4.86	VHE
9. Use appropriate and accepted instruments for observing teachers for performance evaluation	(6) 85.71	(1) 14.29		4.57	VHE
11. Improve supervisory performance based on feedbacks from colleagues, superiors, and others	(5) 71.43	(1) 14.29	(1) 14.29	4.57	VHE
17. Give recognition to deserving teachers and recommends for scholarships and promotion for professional development	(3) 42.86	(5) 42.86	(1) 14.29	4.29	HE
Average Weighted Mean	4.57				VHE
Conference Type Supervision					
3. Provide sufficient and appropriate training for teaching staff for efficacy in instruction	(6) 71.43	(2) 28.57		4.71	VHE
5. Hold post teaching conference to evaluate the efficiency of teachers in instruction and provide proper mentoring every after-class observation	(2) 28.57	(5) 71.43		4.29	HE
7. Develop and use a variety of appropriate assessment strategies to monitor and evaluate teaching and learning	(5) 71.43	(1) 14.29	(1) 14.29	4.57	VHE
13. Inform teachers regarding school policies and procedures, CHED policies and school memorandums	(6) 71.43	(2) 28.57		4.71	VHE
15. Provide regular time for faculty conferences	(4) 57.14	(3) 42.86		4.57	VHE
Average Weighted Mean	4.57				VHE
Overall Mean Extent of Supervisory Practices: 4.62 (Very High Extent)					

On Clinical Supervision

Statistically, “Clinical Supervision” has the highest rating in the extent of supervisory practices for PE department chairs with an average weighted mean of ($\bar{X} = 4.71$) and can be interpreted as “Very High Extent”. Also in this supervision, indicator number 6 “Inspire teachers to exemplify personal and professional qualities that preserve the dignity of teaching profession” has a weighted mean value of ($\bar{X} = 4.86$) which is associated with the study of Bass and Riggio (2006) in their Transformational Leadership which is the leader motivated and inspired followers by providing challenging work to and aligned vision. Therefore, implies that PE department chairs in Pangasinan State University are inspirational leaders with a vision and goal to motivate teachers in performing their duties and responsibilities.

On the other hand, the lowest rated indicator in this supervision is indicator number 8 “Assist teachers align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners” with a weighted mean of ($\bar{X} = 4.57$).

On Differentiated Supervision

Meanwhile, Differentiated supervision has an average weighted mean of ($\bar{X} = 4.57$) and is the lowermost rated supervision of PE department chairs in Pangasinan State University. In this supervision, the highest rated indicator is number 2 “Establish and maintain consistent standards of teachers’ behavior” which has a weighted mean of ($\bar{X} = 4.86$). Thus, it implies that PE department chairs in Pangasinan State University are good followers and implementers of the Faculty Manual in setting and maintaining standards of teachers’ behaviors.

In addition, it reveals that lowest rated indicator in this supervision is number 17 “Give recognition to deserving teachers and recommends for scholarships and promotion for professional development” which has a weighted mean of ($\bar{X} = 4.29$) and can be interpreted as “High Extent”.

On Conference Type Supervision

On the last type of supervision, and reveal as the second highest rated supervision with an average weighted mean of ($\bar{X} = 4.57$). Two of these indicators are equal as the highest rated indicators in this supervision. These are indicator number 3 “Provide sufficient and appropriate training for teaching staff for efficacy in instruction” and indicator number 13 “Inform teachers regarding school policies and procedures, CHED policies and school memorandums” which both have a weighted mean of ($\bar{X} = 4.71$). This indicates that PE department chairs, in relation to the study of Nakpodia (2008) on in-service training programme as the process for continuous updating of teacher’s knowledge, skills, and interests in the chosen field, are very much associated with faculty and staff training or meeting in the duration of the academic year.

Also in this supervision, the lowest rated indicator is indicator number 5 “Hold post teaching conference to evaluate the efficiency of teachers in instruction and provide proper mentoring every after class observations” which has a weighted mean of ($\bar{X} = 4.29$) and can be interpreted as “High Extent”.

In General

The overall computed mean supervision on the extent of supervisory practices of PE department chairs as assessed by the department chairs themselves is ($\bar{X} = 4.62$) and is interpreted as “Very High Extent”.

It is also shown that the highest rated extent of supervisory practices is Clinical supervision as the utmost rated extent of practices which entails that principals help their teachers in face-to-face contact with them in improving instruction and increasing professional growth as stated by Sergiovanni and Starratt (2007). In this regard, PE department chairs are “hands-on” when they supervise teachers in this area of supervision. Thus, it reveals that most PE department chairs in Pangasinan State University are “hands-on” in supervising teachers clinically and they also exhibit leadership not only to be inspirational but also transformational to their colleagues in forming them as good professionals in the teaching profession.

Table 3. *Perceptions of Teachers towards the Extent of Supervisory Practices of their Department Chairs*

Domain	(Frequency) %			WM	I
	2	3	3		
Clinical Supervision					
6. Inspire teachers to exemplify personal and professional qualities that preserve the dignity of teaching profession.	(33) 78.67	(9) 21.33		4.79	✓H/E
8. Assist teachers align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners.	(30) 71.43	(11) 26.19	(1) 2.38	4.69	✓H/E
12. Guide teachers deliver accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	(26) 61.90	(16) 38.10		4.62	✓H/E
14. Ensure that innovative teaching strategies are integrated in the teacher’s daily lesson plan and implemented in the classroom.	(25) 66.67	(14) 33.33		4.67	✓H/E
18. Encourage and assist teachers to integrate the use of ICTs in the classroom.	(31) 73.81	(10) 23.81	(1) 2.38	4.71	✓H/E
Average Weighted Mean				4.70	✓H/E
Differentiated Supervision					
1. Provide timely and accurate feedback to teachers to encourage them to reflect on and monitor their own teaching and professional growth.	(32) 76.19	(10) 23.81		4.76	✓H/E
2. Establish and maintain consistent standards of teacher’s behavior.	(30) 71.43	(12) 28.57		4.71	✓H/E
9. Use appropriate and accepted instruments for observing teachers for performance evaluation.	(34) 80.95	(8) 19.05		4.83	✓H/E
11. Improve supervisory performance based on feedbacks from colleagues, superiors, and others.	(26) 61.90	(16) 38.10		4.62	✓H/E
17. Give recognition to deserving teachers and recommends for scholarships and promotion for professional development.	(23) 66.67	(9) 21.43	(5) 11.90	4.55	✓H/E
Average Weighted Mean				4.69	✓H/E
Conference Type Supervision					
3. Provide sufficient and appropriate training for teaching staff for efficacy in instruction.	(31) 73.81	(10) 23.81	(1) 2.38	4.71	✓H/E
5. Hold post teaching conference to evaluate the efficiency of teachers in instruction and provide proper mentoring every after-class observations.	(28) 66.67	(12) 28.57	(2) 4.76	4.62	✓H/E
7. Develop and use a variety of appropriate assessment strategies to monitor and evaluate teaching and learning.	(27) 64.29	(14) 33.33	(1) 2.38	4.67	✓H/E
13. Inform teachers regarding school policies and procedures, DepEd policies and school memorandums.	(37) 88.10	(6) 14.60		4.88	✓H/E
15. Provide regular time for faculty conferences.	(29) 69.05	(12) 28.57	(1) 2.38	4.67	✓H/E
Average Weighted Mean				4.71	✓H/E
Overall Mean Extent of Supervisory Practices: 4.70 (Very High Extent)					

On Clinical Supervision

Based on the perceptions of teachers towards the extent of supervisory practices of their department chairs, “Clinical Supervision” is the second highest rating in the extent of supervisory practices of PE department chairs as assessed by the teacher-respondents with an average weighted mean of ($\bar{X} = 4.70$) and is interpreted as “Very High Extent”. Again in this supervision, indicator number 6 which is “Inspire teachers to exemplify personal and professional qualities that preserve the dignity of teaching profession” has the highest rated indicator with a weighted mean of ($\bar{X} = 4.79$). True enough that even with the perception of their teachers, PE department chairs in PSU are inspirational leaders who motivate their colleagues to give and render service to pupils and students in the pursuit of attaining the goal of providing quality education.

On the other hand, the lowest rated indicator in this supervision is indicator number 12 “Guide teachers deliver accurate and updated content knowledge using appropriate methodologies, approaches, and strategies” which has a weighted mean of ($\bar{X} = 4.62$). Perhaps, some teachers perceived that their principals lack guidance when it comes to the usage of appropriate methodologies, approaches, and strategies in delivering content knowledge.

On Differentiated Supervision

Differentiated supervision has an average weighted mean of ($\bar{X} = 4.69$) with verbal interpretation “Very High Extent” and is the lowermost rated supervision of PE department chairs in PSU. In this supervision, the highest rated indicator is indicator number 9 with a weighted mean of ($\bar{X} = 4.81$) which is “Use appropriate and accepted instruments for observing teachers for performance evaluation”. Thus, in the perception of their teachers, it indicates that PE department chairs in PSU monitor their teachers by classroom observations to boost teacher effectiveness in the classroom instruction as associated with the study of Little et al., (2009) that Principal evaluation can vary—from a formal process using validated

observation instruments for both formative and summative purposes (Heneman et al., 2006) to an informal, unannounced, or infrequent classroom visit to develop a quick impression of what a teacher is doing in the classroom.

In addition, the lowest rated indicator in this supervision is indicator number 17 “Give recognition to deserving teachers and recommends for scholarships and promotion for professional development” which has a weighted mean of ($\bar{X} = 4.55$). Most probably, some teachers perceived that their principals lack the practice of giving recognition and recommendations for promotions and scholarship. But still, based on the findings, is interpreted as “Very High Extent”.

On Conference Type Supervision

Based on the table on the next page, it reveals it as the highest rated supervision with an average weighted mean of ($\bar{X} = 4.71$) and is interpreted as “Very High Extent”. It also founds out that Indicator number 13 has the highest rated with a weighted mean of ($\bar{X} = 4.88$) which is “Inform teachers regarding school policies and procedures, CHED policies and school memorandums”. In the perception of their teachers towards the extent of supervisory practices of their department chairs, it implies that they believe that their department chairs are very much into reading and updating their teachers with the existing and new memorandums and CHED orders to fulfill academic reports and provide quality education.

In addition, the lowest rated indicator in this supervision is indicator number 5 “Hold post teaching conference to evaluate the efficiency of teachers in instruction and provide proper mentoring every after class observations” which has a weighted mean of ($\bar{X} = 4.62$). Possibly, some teachers perceived that their department chairs lack the practice of holding post teaching conferences in their evaluation towards their teachers. But still, based on the findings, is interpreted as “Very High Extent”.

In General

The overall computed mean of all supervision on the perception of the teachers towards the extent of supervisory practices of their department chairs is ($\bar{X} = 4.70$) which can be interpreted as “Very High Extent” as assessed by teacher-respondents.

This implies that according to the PSU teachers, Conference-type Supervision is the most extent used supervisory practice of PE department chairs in PSU. In this supervision, by having individual or group conferences, teachers’ growth in effective instruction will be promoted and enhanced. Thus, teachers believe that with the help of their school principals in giving them conferences (especially in updating them with new and existing CHED orders and school memorandums), they will attain and gain confidence as effective teachers in the classroom instruction.

Table 4. *Efficacy Level of the Supervisory Practice of PE department chairs*

Domain	Frequency %			WM	I
	5	4	3		
Clinical Supervision					
4. Inspire teachers to exemplify personal and professional qualities that preserve the dignity of teaching profession.	(6)	(1)		4.86	VHL
5. Assist teachers align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners.	(5)	(2)		4.71	VHL
12. Guide teachers deliver accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	(2)	(2)		4.71	VHL
14. Guarantee new and innovative teaching strategies are integrated in the teacher’s daily lesson plan and implemented in the classroom.	(2)	(2)		4.71	VHL
18. Encourage and assist teachers to integrate the use of ICTs in the classroom.	(2)	(2)		4.71	VHL
Average Weighted Mean	4.74				VHL
Differentiated Supervision					
1. Provide timely and accurate feedback to teachers to encourage them to reflect on and monitor their own teaching and professional growth.	(5)	(2)		4.71	VHL
2. Establish and maintain consistent standards of teacher’s behavior.	(6)	(1)		4.86	VHL
9. Use appropriate and accepted instruments for observing teachers for performance evaluation.	(6)	(1)		4.71	VHL
11. Improve supervisory performance based on feedbacks from colleagues, superiors, and others.	(4)	(2)	(2)	4.43	HL
17. Give recognition to deserving teachers and recommend for scholarships and promotion for professional development.	(6)	(1)		4.57	VHL
Average Weighted Mean	4.66				VHL
Conference Type Supervision					
3. Provide sufficient and appropriate training for teaching staff for efficacy in instruction.	(6)	(1)		4.71	VHL
8. Hold post teaching conference to evaluate the efficiency of teachers in instruction and provide proper mentoring every after-class observation.	(4)	(3)		4.57	VHL
7. Develop and use a variety of appropriate assessment strategies to monitor and evaluate teaching and learning.	(2)	(1)	(1)	4.57	VHL
13. Inform teachers regarding school policies and procedures, CHED policies and school memorandums.	(6)	(2)		4.71	VHL
16. Provide regular time for faculty conferences.	(6)	(2)		4.71	VHL
Average Weighted Mean	4.65				VHL
Overall Mean Efficacy Level of Supervisory Practices: 4.68 (Very High Level)					

On Clinical Supervision

Based on the study, “Clinical Supervision” has the highest rating in the efficacy level of the supervisory practices for PE department chairs with an average weighted mean of ($\bar{X} = 4.74$) and is interpreted as “Very High Level”. Moreover, indicator number 6 which is “Inspire teachers to exemplify personal and professional qualities that preserve the

dignity of teaching profession” is the highest rated indicator with a weighted mean of ($\bar{X} = 4.86$). Therefore, it implies that PE department chairs in PSU become effective in their role as inspirational leaders.

In contrast, the lowest rated indicators in this supervision are indicators number 8 “Assist teachers align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners”, number 12 “Guide teachers deliver accurate and updated content knowledge using appropriate methodologies, approaches, and strategies” number 14 “Guarantee new and innovative teaching strategies are integrated in the teacher’s daily lesson plan, and implemented in the classroom”, and number 18 “Encourage and assist teachers to integrate the use of ICT’s in the classroom” which all have a weighted mean of ($\bar{X} = 4.71$) and still can be interpreted as “Very High Level”.

On Differentiated Supervision

Moreover, this type of supervision has an average weighted mean of ($\bar{X} = 4.66$) and is declared as the second highest rated supervision for PE department chairs in PSU. In this supervision, the highest rated indicator is still indicator number 2 which is “Establish and maintain consistent standards of teachers’ behavior” with a weighted mean of ($\bar{X} = 4.86$). Thus, it suggests that PE department chairs in PSU should strengthen more in becoming a good follower and implementer of the Faculty Manual in setting and maintaining standards of teachers’ behaviors to be deemed effective in their differentiated supervision.

In addition, the lowest rated indicator in this supervision is indicator number 11 “Improve supervisory performance based on feedbacks from colleagues, superiors and others” which all have a weighted mean of ($\bar{X} = 4.43$) and can be interpreted as “High Level”.

On Conference Type Supervision

Based on the table 4, it is revealed that it is the lowest rated supervision with an average

weighted mean of ($\bar{X} = 4.65$). Three of these indicators are equal as the highest rated indicators in this supervision. These are indicator number 3 “Provide sufficient and appropriate training (INSET) for teaching staff for efficacy in instruction”, indicator number 13 Inform teachers regarding school policies and procedures, CHED policies and school memorandums, and indicator number 15 “Provide regular time for faculty conferences” which all have a weighted mean of ($\bar{X} = 4.71$).

This implies that PE department chairs, in relation to the study of Nakpodia (2008), are very much associated with faculty and staff training or meeting in the duration of the academic year regularly as deemed effective by themselves.

Besides, the lowest rated indicators in this supervision are indicator number 5 “Hold post teaching conference to evaluate the efficiency of teachers in instruction and provide proper mentoring every after class observations” and indicator number 7 “Develop and use a variety of appropriate assessment strategies to monitor and evaluate teaching and learning” which both have a weighted mean of ($\bar{X} = 4.57$) and which still can be interpreted as “Very High Level”.

In General

Table 4 shows the overall computed mean value of all supervision towards the efficacy level of the supervisory practices of PE department chairs as assessed by PE department chairs themselves is ($\bar{X} = 4.68$) which can be interpreted as “Very High Level”.

It indicates that clinical supervision is the most extent used supervisory practice and is most effective way in the field of teaching profession for PE department chairs in PSU. According to Goldhammer, clinical supervision is a formative evaluation whereas principals or supervisors train their teachers to increase the effectiveness of ongoing educational programs. Thus, through this supervision, the possibility of being the next supervisor is inevitable in the side of these teacher-trainees.

Table 5. *Perceptions of Teachers on the Efficacy Level of Supervisory Practices of their PE department chairs*

Domains	Indicators			WM	L
	1	2	3		
Clinical Supervision					
6. Inspire teachers to exemplify personal and professional qualities that preserve the dignity of teaching profession	(11)	(11)		4.74	VHL
8. Assist teachers align the lesson objectives, teaching methods, learning activities, and instructional materials or resources appropriate to the learners	71.43	75.77		4.71	VHL
11. Guide teachers deliver accurate and updated content knowledge using appropriate methodologies, approaches, and strategies	(10)	(12)		4.71	VHL
14. Guarantee new and innovative teaching strategies are integrated in the teacher's daily lesson plan and implemented in the classroom	71.43	75.77		4.74	VHL
18. Encourage and assist teachers to integrate the use of ICT's in the classroom	(12)	(9)	(1)	4.74	VHL
Average Weighted Mean				4.73	VHL
Differentiated Supervision					
1. Provide timely and accurate feedback to teachers to encourage them to reflect on and monitor their own teaching and professional growth	(14)	(8)		4.81	VHL
2. Establish and maintain consistent standards of teacher's behavior	76.19	73.81		4.71	VHL
9. Use appropriate and accepted instruments for observing teachers for performance evaluation	(11)	(11)		4.74	VHL
11. Improve supervisory performance based on feedbacks from colleagues, superiors, and others	(10)	(10)		4.62	VHL
17. Give recognition to deserving teachers and recommendations for scholarships and promotion for professional development	76.19	73.81	(1)	4.55	VHL
Average Weighted Mean				4.68	VHL
Conference Type Supervision					
3. Provide sufficient and appropriate training (INSET) for teaching staff for efficacy in instruction	(11)	(10)	(1)	4.71	VHL
8. Hold post teaching conference to evaluate the efficiency of teachers in instruction and provide proper mentoring every after-class observations	(10)	(11)	(1)	4.64	VHL
10. Develop and use a variety of appropriate assessment strategies to monitor and evaluate teaching and learning	76.19	73.81	(1)	4.64	VHL
13. Inform teachers regarding school policies and procedures, CHED policies and school memorandums	(10)	(9)		4.68	VHL
16. Provide regular time for faculty conferences	(10)	(12)	(1)	4.67	VHL
Average Weighted Mean				4.7	VHL
Overall Mean Efficacy Level of Supervisory Practices: 4.61 (Very High Level)					

On Clinical Supervision

As shown on the table 4 with regards to the perception of teachers towards the efficacy levels of the supervisory practices of their PE department chairs, “Clinical Supervision” is found out as the highest rated supervision as assessed by the teacher-respondents with an average weighted mean of ($\bar{X} = 4.73$) and can be interpreted as “Very High Level”. In this supervision, three indicators are equal as the highest rated indicators with a weighted mean of ($\bar{X} = 4.74$). These are indicator number 6 which is “Inspire teachers to exemplify personal and professional qualities that preserve the dignity of teaching profession”, indicator number 14 “Guarantee new and innovative teaching strategies are integrated in the teacher’s daily lesson plan, and implemented in the classroom”, and indicator number 18 “Encourage and assist teachers to integrate the use of ICT’s in the classroom”. These indicators deem effective as assessed by their teachers. This implies that in the teaching field, PE department chairs in PSU are inspirational leaders, innovative leaders, and motivational leaders to their teachers in the pursuit of attaining the goal of providing quality education.

In contrast, the lowest rated indicator in this supervision are indicators number 8 “Assist teachers align the lesson objectives, teaching

methods, learning activities and instructional materials or resources appropriate to the learners” and number 12 “Guide teachers deliver accurate and updated content knowledge using appropriate methodologies, approaches, and strategies” which both have a weighted mean of ($\bar{X} = 4.71$).

On Differentiated Supervision

Differentiated supervision has an average weighted mean of ($\bar{X} = 4.68$) with verbal interpretation of “Very High Efficacy” and is the lowermost rated supervision based on the perception of teachers towards the efficacy levels of the supervisory practices of PE department chairs in PSU. In this supervision, the highest rated indicator is indicator number 1 with a weighted mean of ($\bar{X} = 4.81$) which is “Provide timely and accurate feedback to teachers to encourage them to reflect on and monitor their own teaching and professional growth”. Thus, in the perception of their teachers, it implies that PE department chairs in PSU give positive feedback for teachers to be motivated and be encouraged in the teaching field as it is supplemented by Giving Teachers the Feedback and Support they Deserve (2015) that giving the teachers feedback and support will turn well-meaning evaluation systems into systems of improvement. For the teacher-respondents, this indicator is deemed effective supervision practice.

In addition, the lowest rated indicator in this supervision is indicator number 17 “Give recognition to deserving teachers and recommends for scholarships and promotion for professional development” with a weighted mean of ($\bar{X} = 4.55$). Principals lack the practice of giving recognition and recommends for scholarship and promotion to teachers. But still can be interpreted as “Very High Level” as assessed by the teacher-respondents.

On Conference Type Supervision

In this supervision, it shows that this is the second highest rated supervision with an average weighted mean of ($\bar{X} = 4.71$) and can be interpreted as “Very High Level”. Indicator

number 13 is the highest rated with a weighted mean of ($\bar{X} = 4.88$) which is “Inform teachers regarding school policies and procedures, CHED policies and school memorandums”. In the perception of their teachers towards the efficacy level of the supervisory practices of their PE department chairs, this indicator is considered to be effective as providing and updating teachers with the necessary knowledge on what are the existing and new school policies and procedures and CHED memoranda and orders in the pursuit of attaining the vision of the school.

In General

Statistically speaking, it is revealed the overall computed mean of all supervision in the perception of the teachers towards the efficacy level of the supervisory practices of PE department chairs is ($\bar{X} = 4.71$) which can be interpreted as “Very High Level” as assessed by teacher-respondents.

This implies that the PE faculty of PSU greatly observed that their department chairs are effective in the area of clinical supervision. it is commended by Arias that department chairs, being challenged by the advances of technology, must encourage and include the use of information technologies to support teaching and learning especially in integrating them to their lesson plans and be implemented in classroom instruction.

Table 6. *Relationship Between the Efficacy Levels of the Extent of Supervisory Practices of the PE department chairs on the Selected Profile Variables of the Respondents*

Profile Variable	EXTENT		EFFICACY	
	Spearman's rho	Sig. (2-tailed)	Spearman's rho	Sig. (2-tailed)
Age	.405**	.008	-.346*	.025
Sex	.125	.430	.115	.467
Number of Years in Service	-.377*	.014	-.390	.011
Highest Educational Attainment	-.209ns	.183	-.129ns	.414

In terms of the respondents’ age, there is a significant moderate negative relationship between the efficacy levels of the extent of

supervisory practices of PE department chairs. This is shown by the correlation value of $-.405$ and $-.346$ with corresponding sig. or p-value of $.008$ and $.025$, respectively. It is concluded that age is related to the efficacy levels of the extent of supervisory practices of PE department chairs. Thus, as the age increases, the efficacy levels of the extent of supervisory practices of PE department chairs decreases.

In terms of the respondents' sex, it is not significant but has a weak positive relationship between the efficacy levels of the extent of supervisory practices of PE department chairs. This is shown by the correlation value of $.125$ and $.115$ with corresponding sig. or p-value of $.430$ and $.467$, respectively. It is concluded that sex is found not significant but is related to the efficacy levels of the extent of supervisory practices of PE department chairs. This also suggests that sex slightly affects the efficacy levels of the extent of supervisory practices of PE department chairs.

In terms of Number of Years in Service, there is a significant weak negative relationship between the efficacy levels of the extent of supervisory practices of PE department chairs. This is shown by the correlation value of $-.377$ and $-.390$ with corresponding sig. or p-value of $.014$ and $.011$, respectively. It is concluded that the number of years in service is related to the efficacy levels of the extent of supervisory practices of PE department chairs. It therefore implies that as the number of years increase, the efficacy levels of the extent of supervisory practices of PE department chairs decrease.

In terms of the Highest Educational Attainment, there is no significance between the efficacy levels of the extent of supervisory practices of the PE department chairs. This is shown by the correlation value of $-.209ns$ and $-.129ns$ with corresponding sig. or p-value of $.183$ and $.414$, respectively. It is concluded that the highest educational attainment is found not significant between the efficacy levels of the extent of supervisory practices of PE department chairs.

Based on the significance of age and number of years in service, it further suggests

that Pangasinan State University to hire young professionals for the position of school principal. The finding of this study compliments the 5 key benefits of hiring young people by Heather (2020). According to Heather, there are 5 key benefits of hiring young people in a business or company and can be applied in a Catholic School setting. That the first is young employees can bring fresh perspective and a different way of thinking in the school. Secondly, young people are used to learning. These kinds of people are capable of easy learning and they can be assets to their own schools. Third is affordability which is wages for a young employee is less expensive than those for a more experienced worker. Fourthly, young professionals have grown up with and around technology. Hence, hiring young people has an important impact in the adoption and use of new technology especially in this 21st century learning. And lastly, young people are equipped to respond to sudden change. Young people are flexible and can adopt immediately to a given situation.

Table 7. *Relationship between the Extent of Supervisory Practices and Efficacy Levels of PE department chairs*

Relationship between the Extent of Supervisory Practices and Efficacy Levels of PE department chairs	Correlation Coefficient	Sig. or p-value
	$.853^{**}$	$.000$

There is a significant strong positive relationship between the extent and efficacy levels of the supervisory practices of the school as shown by the correlation value of $.853$ and with corresponding sig. or p-value of $.000$ which is lower than the set $.05$ level of significance. It therefore implies that the higher the extent of the Supervisory Level, the higher is the efficacy level also.

It is implied that PE department chairs in the Pangasinan State University has an equilibrium of these supervision in terms of clinical supervision, differentiated supervision, and conference type supervision as they go hand in hand to deem effective supervisory skills of the school principal. Furthermore, it suggests that the questionnaire survey on the assessment

of the extent of supervisory practices and efficacy levels of PE department chairs is to be adapted and used as an evaluative tool for PE department chairs in the Pangasinan State University in measuring their effectiveness with regard to their supervision in their respective campuses.

CONCLUSION AND RECOMMENDATION

Based on the findings revealed in the study, the following conclusions were drawn:

1. PE Department Chairs in Pangasinan State University are experienced and high skilled in terms of their profile variables.
2. PE Department Chairs in Pangasinan State University are widely making use of clinical supervision practices for effective supervision to their respective teachers.
3. PE Department Chairs in Pangasinan State University, making use of clinical supervision, are effective and have a positive effect on their overall supervision performance.
4. It is concluded that once a department chair in Pangasinan State University gets old in terms of age and number of years in service, as assessed by the selected profile variables of respondents, the efficacy level of the extent of supervisory practices is decreased.
5. PE Department Chairs in Pangasinan State University, therefore, are good supervisory leaders in their own campuses in effective teaching and learning.

In the light of the conclusions drawn, the following recommendations were offered:

1. PE Department Chairs in Pangasinan State University should continue further studies especially in attaining the Doctorate degree.
2. PE Department Chairs in Pangasinan State University should have introspection or self-examination on what are the supervision styles he/she can use in his/her respective campus.
3. PE Department Chairs in Pangasinan State University should have introspection or self-examination on what is the best supervision

style for his/her school in the pursuit of effectiveness in supervision.

4. Based on the data of this study, it is highly recommended that PSU is preferred to hire young professionals from other institutions for the position of department chairs.
5. It is highly recommended that PSU should consider using the questionnaire of the researcher as an evaluation tool for PE Department Chairs in assessing their extent of supervisory practices and its efficacy in their respective campuses.

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