

Effectiveness of Administrative Leadership of Education Program Supervisors in Relation to School Administrators' Performance

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ABSTRACT

The study examined the effectiveness of administrative leadership of Education Program Supervisors (EPS) in relation to school administrators' performance in the province of Misamis Occidental. A quantitative-correlational research method was employed, with questionnaires distributed to 20 supervisors and 150 school administrators. Data analysis included weighted average mean and SPSS test of inference to test the significant relationship between EPS and school administrators' performance.

Education Program Supervisors effectively lead in quality assurance, curriculum implementation, instructional leadership, monitoring, and assessment. School administrators perform well in leading strategy, teaching, learning, and self-development. Administrative leadership significantly impacts school administrators' performance.

Education Program Supervisors demonstrate satisfactory administrative leadership in overseeing educational programs, promoting professional growth, collecting and evaluating data, and resolving issues. They represent DepEd vision, goals, and values, ensuring efficient operations, utilizing verified feedback, and utilizing performance management systems for career advancement. They also strengthen connections with local government entities to advance school and community progress.

Education Program Supervisors must improve collaboration with teachers, administrators, and other stakeholders to plan efficient program delivery and maintain financial management. They should stay updated on research and best practices, engage in professional development, empower teachers, and enhance strategic planning, communication, problem-solving, and team building. Curriculum developers should also strengthen collaboration to monitor curriculum implementation, enhance instructional materials, and evaluate student learning outcomes.

KEYWORDS: *Effectiveness, Administrative Leadership, Education Program Supervisors, School Administrators, Performance*

INTRODUCTION

Schools are planned, organized, and established institutions that aid in socialization, increase economic production, self-awareness, and adherence to national laws. It is crucial that schools fulfill their duty to promote students' social and personal growth. Schools are crucial for society because they are the most concrete, practical, and productivity-based component of the educational

system. The predetermined goals and expectations of society for education will be satisfied if schools are run properly (Lu) [1].

A successful school offers learners the best possible learning environment for their cognitive, emotional, psychomotor, social, and aesthetic growth. It is associated with goals being achieved, effective use of sources, teacher satisfaction, social, academic, emotional, moral, artistic, and environmental harmony. Strong leadership, high standards, a regimented school climate, teacher satisfaction, efficient classroom management, family involvement, and a well-organized curriculum are all important characteristics of great schools.

Meanwhile, the accomplishment and efficacy of educational initiatives are greatly influenced by administrative leadership. The implementation of the curriculum, instructional support, resource management, and program assessment are all under the direction of program supervisors, who are regarded as important key leaders in this situation. Their administrative leadership techniques and methods have a direct impact on how well pupils are taught, how well educators develop professionally, and how well educational goals are met in general (Sam) [2].

In recent years, as educational institutions have worked to improve program outcomes, foster innovation, and satisfy the many demands of 21st-century learners, attention has become more focused on the efficacy of administrative leadership among program supervisors. Researchers, politicians, and educational organizations have focused on studying the elements that contribute to effective administrative leadership in this particular setting because they recognize the crucial role that program supervisors play in determining the educational landscape (Brown & Schinker) [3].

Strategic planning, resource management, instructional support, collaboration, and program evaluation are some of the key areas that must be looked at in order to assess the administrative leadership effectiveness of program supervisors. Strong communication skills, creative problem-solving capabilities, the ability to inspire and encourage their employees, and the ability to make decisions are just a few of the qualities that effective leaders in these professions must possess (Erturk Kilic) [4].

School administrators interact with various stakeholders, including teachers, students, parents, and community members. Effective leadership facilitates strong relationships and partnerships among these stakeholders (Haney, Lumpe & Czerniak) [5].

The functions of education program supervisors within the Department of Education (DepEd) in the Philippines can vary depending on specific roles and responsibilities assigned to them. Their functions can also vary depending on the specialization area such as mathematics, science, English, etc.; and the level of education they oversee such as elementary, secondary, or alternative learning systems.

Program managers coordinate with a range of stakeholders, including teachers, parents, administrators, and members of the local community. To encourage uniformity and alignment in the implementation of programs, they coordinate efforts among several schools under their supervision. In order to increase funding and support for educational programs, supervisors also collaborate with other external organizations, agencies, and institutions.

Within the educational ecosystem, program supervisors and school heads work in harmony to provide schools and their leaders with advice, assistance, and knowledge. By exchanging best

practices and providing chances for professional growth, they make that educational activities are carried out in accordance with national standards and regulations. Offering knowledge, supporting professional development opportunities, and providing direction on curriculum implementation, instructional tactics, assessment procedures, conformity with departmental policies, are characteristics of the partnership. Program supervisors examine school performance through visits, inspections, and evaluations. They also analyze student success statistics and put improvement strategies into practice. They also supply the resources that are required, deal with logistical issues, and encourage effective stakeholder communication.

Implementation of DepEd's vision and objectives within each school community is ensured through collaboration between program supervisors and school heads. The success of the schools is enhanced by the collaboration, which also advances the educational system as a whole.

The present study dealt with determining the effectiveness of administrative leadership of education program supervisors in relation to school administrators' performance.

STATEMENT OF THE PROBLEM

It was the objective of this study to establish the relation between the administrative leadership effectiveness of Education Program Supervisors and the school administrators' performance. Specific questions were elaborated to give more insights on the main problem, as follows: 1) What is the level of effectiveness of administrative leadership of Education Program Supervisors in terms of curriculum implementation, instructional leadership, monitoring and assessment and quality assurance as perceived by the school administrators? 2) What is the level of school administrators' performance in terms of leading strategically; managing schools, operations and resources; focusing on teaching and learning; developing self and others; and building connections as perceived by the Education Program Supervisors? 3) Is there a significant relationship between the Education Program Supervisors' administrative leadership and the school administrators' performance?

METHODS

The quantitative-correlational research method was used. Questionnaires were utilized in soliciting information pertaining to the problems stated. Questionnaires were personally distributed by the researcher for some participants, while some of them received the questionnaire checklist by means of google forms. The study was conducted with the province of Misamis Occidental, that is the entire division of Misamis Occidental. This was participated by 20 Education Program Supervisors, and 150 school administrators of the different districts of the division of Misamis Occidental.

The data analyses included the weighted average mean for the descriptive analysis of the effectiveness of administrative leadership of EPS and school administrators' performance. The test of inference was run in testing the significant relationship between the effectiveness of administrative leadership of EPS and school administrators' performance using the SPSS.

RESULTS AND DISCUSSIONS

Education Program Supervisors' Administrative Leadership

Table 1 illustrates the responses of the school administrators on their perceptions of the effectiveness of the Education Program Supervisors' administrative leadership. Their responses were on the aspects of curriculum implementation, instructional leadership, monitoring and assessment, and quality assurance.

Curriculum Implementation. Table 1 shows that the Education Program Supervisors were effective in carrying their tasks and functions related to curriculum implementation. This is evident in the overall mean of the school administrators' responses which is 4.12, interpreted as "effective." The EPS were effective in ensuring that the implemented curriculum is in accordance and follows the national standards and regulations. The EPS ensures that the course materials, learning guides, textbooks and other references as well as activity sheets and workbooks conform and follow the minimum expected learning competencies, learning outcomes and performance indicators for the specific curriculum. They examine and evaluate if there are flaws or incoherence of the materials to better serve and suit the needs of the learners. The implementation of the curriculum in compliance with national standards and laws is crucially dependent on education program supervisors. Their main duty is to supervise educational initiatives within a given establishment or district and ensure that they adhere to the norms established by the state or other pertinent educational authority (Cheung et al.) [6]. Education program managers work together with instructors, leaders, and other parties involved in the execution of the curriculum to properly carry out their responsibilities. To make sure that the curriculum is correctly interpreted and incorporated into teaching methods, they collaborate closely with these people.

Another noteworthy effort of the EPS was noted by the school administrators. It is on the area in which the EPS oversees the execution of educational programs in the domains they have been given as indicated by the weighted average mean of 4.10. This suggests that education program managers keep a close eye on how the curriculum is being put into practice. To make that the curriculum is being properly taught and is in line with the desired results, they observe classroom activities, go over lesson plans, and evaluate student achievement.

The EPS were also effective in collaborating with teachers, administrators, and other essential parties to plan an efficient program delivery. Education program managers encourage cooperation between educators, administrators, and other parties involved. They make it easier for regular channels of communication to be established to address issues, solicit feedback, and advance a unified strategy for curriculum implementation (Emerging Issues of Curriculum Implementation Policies and Their Influence on Management Roles of Primary School Managers) [7].

In terms of instructional leadership, the school administrators' perceptions registered an overall mean of 4.02 which is interpreted as "effective." The EPS were effective in facilitating training programs and activities for teachers' professional growth. The EPS were effective in determining the training needs of the teachers, assisting them in planning for their professional enhancement, and ensuring that teachers utilize their knowledge and skills in the continuous improvement of their instruction. They extend support to teachers in carrying out innovative teaching methods and techniques.

The term "instructional leadership" describes the function of educational leaders, such as administrators or supervisors, in supporting and assisting instructors in their efforts to enhance student learning outcomes. It entails actively monitoring and directing the instructional activities taking place inside a learning environment. The main goals of instructional leaders are to promote effective teaching methods, create a positive learning environment, and make sure that the curriculum is followed to the letter. They collaborate closely with educators, offering assistance, resources, and direction to improve teaching methods ("Principals' Instructional Leadership Qualities That Enhance Effective Teaching and Learning of Chemistry in Secondary Schools From Perspectives of Students and Teachers") [8].

It can also be noted that the EPPS were effective in helping the subject areas develop a culture of continual development. This implies that the EPS were effective in creating an environment which allows the teachers to improve their skills, knowledge and teaching methodologies, or continual improvement in their own field of specialization. This is possible as the EPS reached out to teachers by identifying their professional needs, creating plans and implementing these plans, monitoring through observations to evaluate and assess if the teachers improve in terms of their teaching methodologies.

On the aspects of monitoring and evaluation, it can be observed that the Education program supervisors were generally effective as indicated in the overall mean of 4.16. As an educational leader, it is vital that they gather evidences of learners' learning outcomes, activities, and performance in general so to have bases in their decision making in improving educational outcomes.

Making educated decisions and enhancing educational results depend on gathering and analyzing data on program efficacy, student achievement, attendance, and retention rates. Define objectives, identify pertinent data sources, create data collection methods, collect data, analyze it using quantitative or qualitative methods, interpret the results, convey the results, and use the results for improvement in order to collect and evaluate this information. Consider talking with stakeholders before putting recommendations for strategies and interventions into practice. To make sure the data is current and usable, the process should be continual and iterative, with frequent evaluations and updates (Pluye et al.) [9].

The overall mean of 4.27 for quality assurance as an indicator of the Education Program Supervisor administrative leadership entails that they were very effective on this aspect.

It is essential to monitor policy compliance, spot areas of non-compliance, and work with relevant parties to address issues or challenges in order to maintain a productive learning environment. To do this, one should become familiar with policies, routinely observe and monitor practices, record instances of non-compliance, analyze trends and root causes, collaborate with pertinent parties, provide guidance and support, develop action plans, monitor progress, provide feedback, and, if necessary, revise policies. By observing, noting, and addressing non-compliance, communicating with stakeholders, offering training and support, and making adjustments as necessary, one can maintain ongoing vigilance. These actions can be taken to efficiently monitor policy compliance, pinpoint areas of non-compliance, and engage in cooperative problem-solving with the right parties (Bayimbetova) [10].

Table 1. *Effectiveness of Education Program Supervisors*

Statements	WAM	Verbal Description
<i>Curriculum Implementation</i>		
1. Helps in the creation, assessment, and review of curriculum frameworks.	4.10	Effective
2. Ensures that the curriculum is implemented in accordance with national norms and regulations.	4.23	Very Effective
3. Gives advice to instructors on curriculum topics, teaching techniques, and evaluation procedures.	4.06	Effective
4. Oversees the execution of educational programs in the domains they have been given.	4.25	Very Effective
5. Collaborates with teachers, administrators, and other essential parties to plan an efficient program delivery.	3.98	Effective
Overall Mean	4.12	Effective
<i>Instructional Leadership</i>		
1. Observes classrooms and gives instructors constructive criticism.	3.87	Effective
2. Facilitates training programs and activities for teachers' professional growth.	4.18	Effective
3. Helps teachers execute efficient teaching techniques and interventions.	4.00	Effective
4. Identifies areas in need of professional development and leads seminars to help teachers improve their abilities.	3.99	Effective
5. Helps the subject areas develop a culture of continual development.	4.07	Effective
Overall Mean	4.02	Effective
<i>Monitoring and Assessment</i>		
1. Observes how educational programs are put into reality, including how the curriculum is delivered and how assessments are done.	4.15	Effective
2. Analyzes student performance information and makes suggestions for development.	4.20	Effective
3. In order to address problems and barriers in program execution, collaborates with school administrators.	4.03	Effective
4. Evaluates the accomplishment of educational endeavors.	4.11	Effective
5. Collects and evaluates information on program effectiveness, student success, attendance, and retention rates.	4.30	Very Effective
Overall Mean	4.16	Effective
<i>Quality Assurance</i>		
1. Ensures the standard and applicability of teaching resources, tools, and tests.	4.25	Very Effective
2. Encourages the use of optimal teaching and learning	4.30	Very Effective

approaches in the targeted programs.		
3. Carries out routine program evaluations and reviews to preserve the integrity and efficacy of the program.	4.17	Effective
4. Ensures adherence to the DepEd-set educational policies, rules, and regulations.	4.29	Very Effective
5. Observes how well policies are being followed, spots areas of non-compliance, and works with the appropriate parties to resolve any problems or challenges.	4.32	Very Effective
Overall Mean	4.27	Very Effective
Grand Mean	4.14	Effective

The school administrators were evaluated in their performance in leading strategically; managing schools, operations and resources; focusing on teaching and learning; developing self and others; and building connections.

The overall mean of 4.24 indicates that the school administrators have very satisfactory level of performance. Very noteworthy practice of the school administrators is how they represent the DepEd vision, goal and fundamental values by modeling themselves not only in their own school rather to their external community.

Sharing with colleagues or among other school administrators their best practices in realizing their school plans with considerations of the school's objectives and regulations is another very satisfactory practice of school administrators.

The vision, aims, and core principles of the Department of Education are vitally represented by school administrators. For students, teachers, staff, parents, and the larger community, they act as role models and leaders by exhibiting the desired attitudes and actions. Administrators build credibility and trust, create alignment, foster a sense of purpose, foster cooperation, fortify community partnerships, support educational programs, and promote lifelong learning by regularly modeling these principles. School administrators foster consistency, collaboration, and a shared commitment to delivering high-quality education and holistic development among all involved stakeholders by modeling themselves as representatives of the DepEd's vision, goals, and values.

Generally, the performance of the school administrators in terms of managing schools, operations and resources was branded as satisfactory as evident by the overall mean of 4.00.

As can be seen from the perceptions of the Program Supervisor, it appears that the school administrators made sure that school operations are efficient and successful; and they continuously followed the allocation, procurement, disbursement, and liquidation rules and regulations that are in line with the school plan.

Resource management, staff coordination and development, curriculum alignment, timely decision-making, effective communication, data-driven decision-making, safety and security, stakeholder engagement, continuous improvement, evaluation, and accountability are all areas where school administrators must place a strong emphasis. These areas consist of the following: the budget, staff, facilities, and materials; staff coordination and development; curriculum alignment; prompt decision-making; open channels of communication; data-driven decision-making; safety and

security; stakeholder engagement; continuous improvement; and evaluation and accountability. Administrators of educational institutions can support the mission and objectives of the organization and provide students with the best possible learning environment by concentrating on these areas (Schelling & Rubenstein) [11].

The overall mean of 4.26 signifies that the school administrators have very satisfactory level of performance. The school administrators were very satisfactory in terms of demonstrating proficiency in using feedback from learners and other stakeholders that has been verified; as well as demonstrating best practices in giving teachers technical support to help them create exemplary practices.

School administrators should be aware of each teacher's individual strengths and areas for improvement in order to give efficient technical support. Provide individualized support, specialized professional development opportunities, and promote a collaborative culture. Access resources including curricular materials, teaching techniques, technological aids, and evidence-based procedures. Regular check-ins, observations, and feedback sessions should be used to continuously monitor and assist teachers. Set a good example by utilizing innovative teaching techniques, incorporating technology, and assessing student progress.

Find chances for professional growth and offer them, promote advanced degrees or certifications, and recognize and honor teachers' accomplishments. Highlight outstanding work in newsletters, staff gatherings, or school-wide activities and thank them for their efforts to foster a healthy learning environment.

By employing organized feedback mechanisms, such as questionnaires, focus groups, suggestion boxes, and online platforms, school administrators can show their skill in utilizing verifiable feedback from students and other stakeholders. These systems should be examined for validity and dependability as well as for patterns, themes, and potential problem areas. It is essential to think about the feedback and assess its consequences for decision-making and improvement. Action plans based on verified feedback are created, and open and transparent dialogues with stakeholders are encouraged. Continuous improvement depends on ongoing monitoring, evaluation, and stakeholder involvement. Verified feedback is used by school administrators to establish an inclusive, open, and responsive atmosphere that ensures students' views are heard and respected. As a result, teaching, learning, and general school operations experience significant benefits.

The school administrators have very satisfactory level of performance in terms of developing self and others as reflected in the overall mean of 4.27. The school heads have very satisfactory performance in demonstrating exemplary behavior in the effective and efficient application of the performance management system to enable career advancement for school workers.

Having to exhibit exemplary performance is a good manifestation of the integrity and good personality of school administrators being administrative leaders. Teachers and other staff members emulate from the display of good behaviors of their leaders. Leaders are looked upon by the members and it is best that they maintain the best performance as role models.

There are several ways by which school administrators may have an impact on the teachers' interest and encouragement to grow themselves professional and excel in terms of their skills in specialized or specific fields. School administrators may establish clear performance expectations, communicate these expectations through job descriptions, performance standards, and regular

discussions, and assist employees in understanding how their performance relates to career advancement opportunities in order to effectively and efficiently implement the performance management system for career advancement. Offer mentoring, support, and regular constructive criticism for professional growth. Regularly evaluate employees' performance using a fair and open approach, and collaborate with them to create unique professional growth plans. Develop succession plans and career pathways, and recognize and reward exceptional performance and accomplishments. Regularly review and improve the performance management system, requesting input from the workforce and making modifications that encourage equity, openness, and employee participation.

Establish open channels of communication and promote a growth attitude and culture of self-reflection among school personnel. By setting a positive example for staff members, school leaders foster a culture that encourages professional growth and rewards excellence. This raises morale within the workforce, increases employee satisfaction, and eventually raises educational standards.

As a school leader, they must establish connections in order to create good relationships with diverse stakeholders both inside and beyond the educational community. They can establish relationships with parents and guardians through consistent communication channels like newsletters, social media, and parent-teacher conferences. Encourage them to participate in parent organizations, volunteer opportunities, and school activities. Respond to their comments and issues as soon as possible and openly.

They can also promote ties with the neighborhood and make contacts with local businesses, associations, and authorities. Look for opportunities for alliances and partnerships that will benefit the community at large and the kids. Participate in community service projects and, if possible, offer tools or facilities to the neighborhood.

Table 2. *School Administrators' Performance*

Statements	WAM	Verbal Description
<i>Leading strategically</i>		
1. Represents the DepEd vision, goal, and fundamental values by serving as an example in the classroom and community.	4.30	Very Satisfactory
2. Ensures that policies, programs, initiatives, and activities are aligned and shared understanding is maintained.	4.22	Very Satisfactory
3. Best practices for creating and carrying out school plans that are in line with the objectives and regulations of the institution are shared with colleagues.	4.28	Very Satisfactory
4. Leads the way in establishing efficient monitoring and evaluation procedures.	4.16	Satisfactory
Overall Mean	4.24	Very Satisfactory
<i>Managing schools, operations and resources</i>		
1. Demonstrates best practices for using technology, particularly ICT, to manage school data and	4.00	Satisfactory

information.		
2. Makes sure that school operations are efficient and successful.	4.08	Satisfactory
3. Establishes and uses a verification process to maintain efficient and successful financial management.	3.90	Satisfactory
4. Continuously follows the allocation, procurement, disbursement, and liquidation rules and regulations that are in line with the school plan.	4.02	Satisfactory
Overall Mean	4.00	Satisfactory
<i>Focusing on teaching and learning</i>		
1. Provides best practices in the evaluation, contextualization, and application of learning standards	4.23	Very Satisfactory
2. Demonstrates best practices in giving teachers technical support to help them create exemplary practices.	4.29	Very Satisfactory
3. Demonstrates proficiency in using feedback from learners and other stakeholders that has been verified.	4.30	Very Satisfactory
4. Mentors co-leadership initiatives on the creative use of learning assessment technologies by colleague school heads in sustaining learner achievement	4.21	Very Satisfactory
Overall Mean	4.26	Very Satisfactory
<i>Developing self and others</i>		
1. Demonstrates exemplary behavior in the effective and efficient application of the performance management system to enable career advancement for school workers.	4.33	Very Satisfactory
2. Exemplifies best practices when putting professional development efforts into action to build on strengths	4.27	Very Satisfactory
3. Identify and address staff performance gaps in schools	4.25	Very Satisfactory
4. Empowers people and groups to consistently and successfully carry out their tasks and obligations as leaders with the assistance of the larger school community, institutionalize the use of the school's incentive system.	4.22	Very Satisfactory
Overall Mean	4.27	Very Satisfactory
<i>Building connections</i>		
1. Leads the neighborhood, including parents, former students, authorities, businesses, and other interested parties, in forming cooperative activities to address difficult problems relating to learner development.	4.11	Satisfactory
2. Strengthens connections with local government entities to advance school and community progress.	4.16	Satisfactory
Overall Mean	4.14	Satisfactory
Grand Mean	4.18	Satisfactory

Test for Significant Relationship Between the Education Program Supervisors’ Effectiveness in Administrative Leadership and the School Administrators’ Performance

The Spearman rho correlation was applied in analyzing the existence of the significant relationship between the effectiveness of Education Program Supervisors in administrative leadership and the performance of school administrators. The output of data analysis using SPSS are reflected in Tables 3 to 6.

Table 3. *Tests for Significant Relationship Between the Education Program Supervisor’s Administrative Leadership in terms of Curriculum Implementation and School Administrators’ Performance*

Variables	<i>Spearman rho</i>	t-value of r	p-value	Decision
	Correlation Coefficient			
Leading Strategically	0.18	2.226	0.000	Significant
Managing Schools, Operations and Resources	0.23	2.875	0.000	Significant
Focusing on Teaching and Learning	0.19	2.354	0.000	Significant
Developing Self and Others	0.28	3.548	0.000	Significant
Building Connections	0.26	3.276	0.000	Significant

The above table shows that the computed t-values of r (0.18, 0.23, 0.19, 0.28 and 0.26) which are 2.226, 2.875, 2.354, 3.548, and 3.276 are significant at 0.000 probability level. This implies that the null hypothesis is rejected. Hence, there is a significant relationship between the Education Program Supervisors’ effectiveness of administrative leadership in terms of curriculum implementation and the school administrators’ performance in terms of leading strategically; managing schools, operations and resources; focusing on teaching and learning; developing self and others; and building connections.

The findings imply that the Education Program Supervisors’ competence in curriculum implementation by putting the planned curriculum into action with their respective assigned schools can have a significant impact on the school administrators’ performance in ensuring that their instructional materials, learning activities, learning resources, teachers’ instructional activities in the classroom, and educational goals are in line with the implemented curriculum. With the EPS skills in ensuring curriculum implementation, this would redound to the school administrators’ making sure that their teachers are continuously seeking professional growth in line with their field of

specialization, and strengthen their communication channels with the parents and other stakeholders.

Table 4. *Tests for Significant Relationship Between the Education Program Supervisor’s Administrative Leadership in terms of Instructional Leadership and School Administrators’ Performance*

Variables	<i>Spearman rho</i>		p-value	Decision
	Correlation Coefficient	t-value of r		
Leading Strategically	0.22	2.744	0.000	Significant
Managing Schools, Operations and Resources	0.21	2.613	0.000	Significant
Focusing on Teaching and Learning	0.241	3.021	0.000	Significant
Developing Self and Others	0.256	3.22	0.000	Significant
Building Connections	0.243	3.048	0.000	Significant

There is a significant relationship between the EPS administrative leadership effectiveness in terms of instructional leadership and the school administrators’ performance in terms of leading strategically; managing schools, operations and resources; focusing on teaching and learning; developing self and others; and building connections.

The assertion implies that there is a strong correlation between the administrative leadership effectiveness of the EPS (Education Program Supervisor), particularly in terms of instructional leadership, and the performance of school administrators across a range of domains, including strategic leadership, school management, teaching, learning, professional development, and networking. This connection suggests a beneficial association between the overall performance and success of school administrators and competent EPS leadership.

As they concentrate on improving student learning outcomes, they must also be adept at effectively managing schools, operations, and resources. Effective school administration also requires leaders to be lifelong learners, to offer opportunities for teachers to pursue professional development, and to promote a climate of progress and growth. Successful school administration also requires strong relationships with stakeholders including parents, members of the community, and other professionals.

In light of this, it is likely that school administrators will perform better and contribute to the overall success of the educational institution if EPS administrative leadership successfully implements instructional leadership practices and offers support to school administrators to improve their performance in various domains. The strong correlation between these two variables emphasizes the

significance of strong leadership for both macro and micro levels of education policy and practice, ultimately resulting in improved student outcomes and accomplishments.

Table 5. *Tests for Significant Relationship Between the Education Program Supervisor's Administrative Leadership in terms of Monitoring and Assessment and School Administrators' Performance*

Variables	Spearman rho		p-value	Decision
	Correlation Coefficient	t-value of r		
Leading Strategically	0.197	2.444	0.000	Significant
Managing Schools, Operations and Resources	0.185	2.290	0.000	Significant
Focusing on Teaching and Learning	0.203	2.522	0.000	Significant
Developing Self and Others	0.251	3.155	0.000	Significant
Building Connections	0.214	2.665	0.000	Significant

There is a significant there is a significant relationship between the Education Program Supervisor administrative leadership effectiveness in terms of monitoring and assessment and the school administrators' performance in terms of leading strategically; managing schools, operations and resources; focusing on teaching and learning; developing self and others; and building connections.

The findings imply that the Education Program Supervisor's (EPS) administrative leadership functions, particularly in terms of monitoring and assessment are crucial for the accomplishments of school administrators performance across a range of domains, including strategic leadership, school management, teaching, learning, professional development, and networking. Based on this link, it can be concluded that strong EPS leadership enhances school administrators' general effectiveness and performance.

School administrators need to possess excellent strategic leadership abilities. Along with focusing on student learning outcomes, they must be adept at efficiently managing schools, operations, and resources. A crucial component of efficient school administration is self- and other-development because leaders must pursue ongoing education, give teachers access to professional development opportunities, and promote a climate of growth and improvement. For effective school administration, it's also critical to establish relationships with stakeholders including parents, members of the community, and other experts.

Because of this, it is likely that school administrators will perform better and contribute to the overall success of the educational institution if EPS administrative leadership successfully implements monitoring and assessment practices and offers support to school administrators to

improve their performance in various domains. The strong correlation between these two variables emphasizes the significance of strong leadership in shaping education policy and practice both at the macro and micro levels, which will ultimately improve student outcomes and accomplishments.

Table 6. *Tests for Significant Relationship Between the Education Program Supervisor’s Administrative Leadership in terms of Quality Assurance and School Administrators’ Performance*

Variables	<i>Spearman rho</i>	t-value of r	p-value	Decision
	Correlation Coefficient			
Leading Strategically	0.225	2.809	0.000	Significant
Managing Schools, Operations and Resources	0.193	2.393	0.000	Significant
Focusing on Teaching and Learning	0.171	2.111	0.000	Significant
Developing Self and Others	0.232	2.902	0.000	Significant
Building Connections	0.253	3.181	0.000	Significant

The above table shows that all t-values of r are significant at 0.000 probability value. This suggest that the null hypothesis is not rejected, hence, there is a significant relationship between the EPS administrative leadership effectiveness in terms of quality assurance and the school administrators’ performance in terms of leading strategically; managing schools, operations and resources; focusing on teaching and learning; developing self and others; and building connections.

To drive change, set objectives, and forge a vision for the future, effective school administrators need to possess strong strategic leadership abilities. As they concentrate on improving student learning outcomes, they must also be adept at effectively managing schools, operations, and resources. Effective school administration also requires leaders to be lifelong learners, to offer opportunities for teachers to pursue professional development, and to promote a climate of progress and growth. Successful school administration also requires strong relationships with stakeholders including parents, members of the community, and other professionals.

It is likely that school administrators will perform better and help the educational institution as a whole if Education Program Supervisors’ administrative leadership successfully implement quality assurance practices and supports school administrators in improving their performance in various domains. The strong correlation between these two variables emphasizes the significance of strong leadership for both macro and micro levels of education policy and practice, ultimately resulting in improved student outcomes and accomplishments.

CONCLUSIONS

The Education Program Supervisors possess the very satisfactory administrative leaderships as manifested by their practices in overseeing the execution of educational programs, facilitating in the different efforts of the schools to provide professional enhancement through training programs and activities for teachers' professional growth, collecting and evaluating information on program effectiveness, student success, attendance, and retention rates; and observing how well policies are being followed, spotting areas of non-compliance, and working with the appropriate parties to resolve any problems or challenges.

The school administrators have performed very satisfactorily as they represent the DepEd vision, goal, and fundamental values by serving as an example in the classroom and community; ensure that school operations are efficient and successful; and demonstrates proficiency in using feedback from learners and other stakeholders that has been verified.

Most of them demonstrate exemplary behavior in the effective and efficient application of the performance management system to enable career advancement for school workers; and strengthen connections with local government entities to advance school and community progress.

RECOMMENDATIONS

The Education Program Supervisors need to strengthen their collaboration with the teachers, administrators, and other essential parties to plan an efficient program delivery, and establish and use a verification process to maintain efficient and successful financial management. They can stay updated with research and best practices through engaging in professional development opportunities with the current researches and best practices on curriculum implementation, instructional leadership, and monitoring and assessment.

The school administrators may continuously enhance their leadership skills and performance in general, specifically through empowering and supporting teachers in fostering a culture of continuous learning, facilitating teachers with appropriate and innovative resources and guidance to further enrich their instructional strategies. They can further improve their strategic planning skills, communication, problem-solving and team building with the teachers to promote effective school administration.

The curriculum developers may strengthen their collaboration with the Education Program Supervisors and school administrators to monitor implementation of curriculum, development and enhancement of instructional materials and evaluating students' learning outcomes.

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