

## SECONDARY SCHOOL TEACHERS' STRATEGIES IN SUPERVISORY PRACTICES AND LEARNERS' HOLISTIC DEVELOPMENT DURING PANDEMIC ERA

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### ABSTRACT

*Supervisory practices are one of the significant components of responsibility that are expected from teachers to perform along with practicing their teaching profession to their field. On the other hand, learners are expected to develop holistic learning from their academic studies. In line with this, findings revealed that, there was no significant effect between teachers' supervisory practices to the level of learners' holistic development. In addition, there was no significant difference between the teachers' supervisory strategy as their data were grouped according to their profile. In relation to this, the study recommends the administration to come up with the strategic plans and intervention for teachers for them to develop appropriate strategies to support their supervisory performance as an impact for students' holistic learning development.*

*Keywords: Secondary School Teachers; Strategies, Supervisory Practices; Learners; Holistic Development; Pandemic Era*

### INTRODUCTION

COVID-19 has completely disrupted the normal patterns and schedules of the school system all over the world. Classes have been completely disrupted from normal patterns and schedules as a result of the pandemic. It is largely turned upside down by the inability to instruct in person that pushed school administrators and teachers to resort to various forms of distance learning and attempt to reach students through online or modular, including both synchronous and asynchronous forms of instruction. However recent studies suggest only 60% of students regularly engaged in online learning throughout the remainder of the 2019-2020 school year (Mette, 2020), Thus, the need for close supervision of teachers to address this issue is recommended.

The temporary closure of educational institutions to contain the spread of the COVID-19 pandemic and reduce infections has affected more

than 1.2 billion learners worldwide with more than 28 million learners in the Philippines (Huang, et al, 2020).

In response to the rise in the confirmed cases of COVID-19 in the Philippines, President Rodrigo Duterte suspended classes in all levels in Metro Manila initially on March 9, 2020, and provided an indefinite date of resumption. Concordant with the public health emergency measures, the Department of Education issued guidelines prohibiting public schools to suspend face-to-face classes. Thus, the implementation of modular learning becomes a challenge to the teachers on how to supervise their students in the learning sessions (Tria, 2020).

Within the new normal due to COVID 19 pandemic, this situation presents a unique challenge to every educational leader's decision-making process and supervision of teachers on how to conduct the classes. Hence, to sustain the delivery of quality instruction in every school, this

study presents opportunities to respond to issues, problems, and trends that are arising and will arise in the supervision of education due to the COVID-19 pandemic. The researcher has a keen interest in conducting this study in Notre Dame of Bongao, Tawi-Tawi Bangsamoro Autonomous Region in Muslim Mindanao as a good source of information that can guide in planning and policy development.

## OBJECTIVES OF THE STUDY

This study aimed to figure out the significant effect of supervision strategy practices on teachers and learners' holistic development which will serve as a basis to develop programs suited to the supervisory practices.

Specifically, this study aimed to 1) determine the Secondary School Teachers' strategies in supervisory practices during the pandemic era in Notre of Bongao in terms of Leadership, Students' Learning Assistance, and, Students' Personal Development; 2.) evaluate the level of learners' holistic development during the pandemic era in Notre Dame of Bongao in terms of Academic Development, Skills Development, and Values Development; 3) to analyze the significant effect of Secondary School Teachers' strategies in supervisory practices to the level of learners' holistic development; 4) to determine the significant difference of the practices in Secondary School Teachers' strategies in supervisory practices when data are classified according to their profile.

## METHODOLOGY

This study investigated the significant effect of Secondary School Teachers' strategies in supervisory practices on the level of learners' holistic development during the pandemic era in Notre Dame of Bongao under Bangsamoro Autonomous Region in Muslim Mindanao. The study was limited to the responses of school administrators to give insight into their Secondary School Teachers' strategies in supervisory practices. On the other hand, the professors provided the data regarding their learners' holistic development. This study was conducted across all year levels, affiliated departments, and in any field of specialization under Notre Dame of Bongao for the Academic Year 2021-2022.

Furthermore, the study utilized the descriptive–correlation research design. This research design is the most appropriate design recommended for describing the existence of phenomena to better understand the reasons and situations occurring in a given situation (McLeod, 2019). The descriptive research design was used to determine the strategies in supervisory practices rendered by secondary school teachers, and, learners' holistic development. Furthermore, a qualitative research design through a correlational approach was used to figure out the significant effects of secondary school teachers' supervisory practices on the learners' holistic development. Lastly, a comparative approach was utilized to track the significant difference of the independent variable when data were classified according to the teachers' given demographic profile.

On the other hand, there were two groups of respondents included in this study. The first group was the high school principal of the said school who has the data required regarding his observation of the teachers' strategies in supervisory practices despite this pandemic era rises. Meanwhile, the second group of respondents was the teachers who were officially connected with the mentioned school and who have data and observation, particularly on their learners' holistic development.

Moreover, there were two sampling techniques desired utilized by the researcher. The first was the total enumeration sampling technique in order to acquire the total number of high school teachers who were officially connected with Notre Dame of Bongao. Moreover, there were 10 samples of teachers were tested for this study. On the other hand, a simple random sampling technique was used by the researcher in order to extract the total number of students through Slovin's Formula from which the total number of subjects was determined. From this, a total of 203 samples of students were achieved to act as respondents.

Also, the researcher used a research-based survey questionnaire formulated under the assistance of the research adviser. The survey questionnaire had two major parts. Part I generated answers on the extent of supervision strategies of teachers during the pandemic era



while Part 2 looked into the extent of learners’ holistic development under the supervision strategies of teachers. The instrument used the four-point Likert scale as a guide for the respondents in selecting the extent of choices in the given situations.

The data-gathering process of the research is one of the most critical aspects of research. It should be done in the most ethical way to ensure the protection of the respondents. It also needs a strategy to be able to motivate the respondents to answer the questionnaires honestly. The researcher first wrote a letter to the MBTHE -BARMM schools superintendent and different principals of the schools selected for permission to conduct the study. The said letter was signed by the Dean of the Graduate College of the institution where the researcher was studying. After having the permission, the researcher then conducted the survey with strict compliance and observance of the ethical protocols in conducting research. Likewise, the researcher considered the consent and confidentiality of the respondents. In addition, the respondents were given a brief orientation on the purpose of the study to make sure they understood it before they have participated in the survey. After the survey, the data gathered was tabulated and analyzed with the help of a statistician.

## RESULTS AND DISCUSSION

### 1. Strategies in supervisory practices during a pandemic era in Notre Dame of Bongao

#### 1.1. In terms of leadership

Table 1 shows the results of supervisors’ evaluations of teachers’ strategy in supervisory practices during the pandemic era in Tawi-Tawi in terms of leadership. As can be noted, there was a collective response on the results as revealed by the grand mean of 3.50 citing that the teachers’ strategies were highly practiced. This can be inferred to mean that teachers along with their leadership strategy in supervisory practices during pandemic situations can be rendered beyond the expectations especially in participating with the implementation of policies and decision making to supervise students’ holistic learning, promoting

students’ holistic learning, led the students’ rights and supported students’ interest, since, those mentioned variables got the computed mean ranges from 3.54-3.72 and all interpreted as highly practiced. Supportedly, Warren, L. (2021) affirmed that, teachers’ leadership practices do influences students’ academic success. It pertains that the students will be taught to strive on their academic studies as a result of teachers’ leadership practices.

**Table 1**  
*Strategies in supervisory practices in terms of Leadership*

| Statement  | Computed Mean | Verbal Description      |
|--|---------------|-------------------------|
| 1. The teacher practices sense of independence in decision making  | 3.18          | Practiced               |
| 2. The teacher participates in the implementation of policies and decision-making to supervise students’ holistic learning | 3.54          | Highly Practiced        |
| 3. The teacher promotes students’ holistic learning  | 3.54          | Highly Practiced        |
| 4. The teacher leads for the students’ rights  | 3.54          | Highly Practiced        |
| 5. The teacher supports students’ interests  | 3.72          | Highly Practiced        |
| <b>Grand Mean</b>  | <b>3.50</b>   | <b>Highly Practiced</b> |

To this, it can be surmised that teachers have clearly observed and practiced leadership in terms of the said functions. On the other hand, teachers were less likely observed in terms of their independence in decision making since teachers were still in process of progressing their professional level until they reached satisfactory remarks when it comes to their independence in decision making.



### 1.2. In terms of Students’ Learning Assistance

Table 2 shows that the teachers’ supervisory practices were highly practiced when it comes to students’ learning assistance, expressed in the grand mean of 3.54. This was further evidenced by the highest weighted mean of 3.72, presenting that the teachers have evaluated students’ academic achievement.

**Table 2**  
*Strategies in supervisory practices in terms of Students’ Learning Assistance*

| Statement   | Computed Mean | Verbal Description      |
|---|---------------|-------------------------|
| 1. The teacher able to determine the students’ strength for their academic studies.                       | 3.45          | Highly Practiced        |
| 2. The teacher evaluates students’ academic achievement.  | 3.72          | Highly Practiced        |
| 3. The teacher provide feedback for the students’ academic progression                                    | 3.63          | Highly Practiced        |
| 4. The teacher able to intervene students’ weaknesses in their academic studies.                          | 3.36          | Highly Practiced        |
| 5. The teacher lended hands to the students for those who have difficulty for their academic progression. | 3.54          | Highly Practiced        |
| <b>Grand Mean</b>   | <b>3.54</b>   | <b>Highly Practiced</b> |

. This was followed immediately by weighted means of 3.63 to 3.36, showing that teachers have highly practiced their supervisory strategies as they have provided feedback for the student’s academic progression, teachers lent hands to the students for those who have difficulty with their academic progression, teachers were able to determine students’ strength in their academic

studies and teachers were able to intervene students’ weaknesses in their academic studies.

In relation to teachers’ remarks as evaluated by their supervisors, it proved that teachers were still practicing students’ learning assistance as part of their strategies in supervisory practices despite these health or pandemic challenges worldwide. In relation to this, Sprott Shaw College (2022) further suggests that teachers rendering academic assistance to the students is indeed significant in order to help students to solve challenges that affect academic studies. Moreover, it helps to maximize their potential and lastly, it offers emotional support and encouragement.

### 1.3. In terms of Students’ Personal Development

**Table 3**  
*Strategies in supervisory practices in terms of Students’ Personal Development*

| Statement   | Computed Mean | Verbal Description      |
|---|---------------|-------------------------|
| 1. The teacher influencing the students to boost morale along with their academic studies | 3.54          | Highly Practiced        |
| 2. The teacher coaching the students for their personal decision making                   | 3.18          | Practiced               |
| 3. The teacher is aware of the students’ personal goals                                   | 3.18          | Practiced               |
| 4. The teacher maintains psychological wellness among students                            | 3.45          | Highly Practiced        |
| 5. The teacher advice students for their personal career goals                            | 3.45          | Highly Practiced        |
| <b>Grand Mean</b>   | <b>3.36</b>   | <b>Highly Practiced</b> |



Table 3 presents the supervisors' remarks on teachers' supervisory practices in terms of students' personal development, with a grand mean of 3.36, citing that these were highly practiced. To support this collective agreement of the respondents, they expressed that teachers' supervisory practices were highly practiced as they influenced the students and boost their morale along with their academic studies, expressed in the highest weighted mean of 3.54. In addition to this, respondents divulged that the teacher maintained psychological wellness among students, and the teacher advised students for their personal career goals, both with a weighted mean of 3.45. These again were deemed to be manifestations of teachers' supervisory practices, which were highly done or practiced. On the other hand, respondents revealed that when it comes to teachers coaching the students in their personal decision-making, this got a relatively low weighted mean of 3.18. This was also in the case of indicator citing that the teacher is aware of the students' personal goals, having the same weighted mean of 3.18. Both of these showed that teachers' supervisory practices were only 'practiced. In line with this, Gosala, J. (2019) confirmed that engaging students with their personal development could enhance confidence, self-esteem, and positive emotions, which serve as a key factor in maintaining the significant progress of their academic studies.

**Table 4**  
Summary of the strategies in supervisory practices among secondary school teachers

| Strategy                          | Computed Mean | Verbal Description      |
|-----------------------------------|---------------|-------------------------|
| 1. Leadership                     | 3.50          | Highly Practiced        |
| 2.. Students' Learning Assistance | 3.54          | Highly Practiced        |
| Students' Personal Development    | 3.36          | Highly Practiced        |
| <b>Grand Mean</b>                 | <b>3.46</b>   | <b>Highly Practiced</b> |

Looking at Table 4, it can be seen that in summary, all of the strategies that pertain to the supervisory practices employed by the secondary school teachers were highly practiced as reflected

in the grand mean of 3.46. With the given results, it can be noted that when it comes to students' learning assistance, the teachers' supervisory practices were foremost highly practiced as compared to the other two indicators. Nonetheless, it can be noticed that these supervisory practices were also highly practiced when it comes to leadership and students' personal development as reflected in weighted means of 3.50 and 3.36, respectively. These results can be surmised that teachers highly performed in employing various strategies for them to render supervisory function to the students' academic progression despite this worldwide pandemic challenges. These were all based on the observations by supervisor-respondents.

## 2. Level of learners' holistic development during the pandemic era in Notre Dame of Bongao

### 2.1. In terms of Students' Academic Development

**Table 5**  
Level of Students' Academic Development

| Statement  | Computed Mean | Verbal Description |
|--|---------------|--------------------|
| 1 The students' grades in periodical tests improve.                        | 3.06          | Practiced          |
| 2 The students' performance in quizzes improves.                           | 3.09          | Practiced          |
| 3 The students' grades in performance tasks and assignments also improve.  | 3.16          | Practiced          |
| 4 The students' grades in cognitive ability improve.                       | 3.05          | Practiced          |
| 5 The student's participation in extra-curricular activities are observed. | 3.11          | Practiced          |
| <b>Grand Mean</b>  | <b>3.09</b>   | <b>Practiced</b>   |

Table 5 presents the level of learners' holistic development in terms of academic



development in which this variable got the grand mean of 3.09 interpreted as practiced. All variables under this category gained the computed mean ranges from 3.11 to 3.05 and all were interpreted as practiced. which confirmed that learners were satisfactorily improving their periodic tests, quizzes, performance tasks, assignments, cognitive ability, and participation in extra-curricular activities. However, not to the extent of going beyond the teachers' standards when it comes to their student's academic development. Considering the factor that students are still academically progressing and being diverse when it comes to their academic interests in which, the school has somehow limitations in providing the necessary opportunities that suit the students' interests and has difficulty surpassing teachers' standards. Along with this, Regier, J. (2011) further suggests that students' academic studies is indeed significant to be prioritized since academic studies provides a learning competencies for the learners' personal development and provides options for their career choice.

### 2.2. In terms of Students' Skills Development

**Table 6**  
*Level of Students' Skills Development*

| Statement  | Computed Mean | Verbal Description |
|--|---------------|--------------------|
| 1. The students' reading abilities improved                            | 3.14          | Practiced          |
| 2. The students' mathematical and problem solving skills improved      | 2.82          | Practiced          |
| 3. The students' skills in technology utilization improved             | 3.05          | Practiced          |
| 4. The students' skills in communication through social media increase | 3.13          | Practiced          |
| 5. The students' skills in virtual learning improved                   | 2.98          | Practiced          |
| <b>Grand Mean</b>  | <b>3.02</b>   | <b>Practiced</b>   |

Table 6 illustrated the level of learners' holistic development in terms of skills development

in which this variable attained the computed mean of 3.02 interpreted as practiced. All statements associated with this variable garnered the computed mean ranges from 3.14 to 2.82 and all statements were interpreted as practiced, which entailed that, learners are improving their reading ability, mathematical and problem-solving skills, technology utilization, communication skills, and virtual learning. However, not to the extent of going beyond the teachers' objectives or standards, considering the factors that, all students are still progressing academically, having diverse interests, and other challenges met by learners which give hindrances to surpass teachers' standards. With this, Sharna, K. (2019) affirmed that, students' skills development is significant to be prioritized which necessary skills possessed by students will be used for their specific life purposes.

### 2.3. In terms of Students' Values/Attitudes Development

Table 7 shows the level of learners' holistic development in terms of values and attitude development in which, this variable garnered the grand mean of 3.04 interpreted as practiced.

**Table 7**  
*Level of Students' Values/ Attitude Development*

| Statement  | Computed Mean | Verbal Description |
|--|---------------|--------------------|
| 1 The students show diligence in doing task and assignments                                      | 3.12          | Practiced          |
| 2 The students manifest honesty in taking the test even without teachers to supervise personally | 2.99          | Practiced          |
| 3 The students show commitment to learn using the modules  | 3.08          | Practiced          |
| 4 The students display discernment in situations provided in learning sessions conducted         | 3.01          | Practiced          |
| 5 The students show enthusiasm in the modular learning sessions                                  | 3.00          | Practiced          |
| <b>Grand Mean</b>  | <b>3.04</b>   | <b>Practiced</b>   |



All statements associated with this variable attained the computed mean ranges from 3.12 to 2.99 and those statements were interpreted as practiced which permits that, students were somehow satisfactorily progressing their values and attitude development specifically on showing diligence in doing tasks and assignments, displaying honesty in taking the tests, shows commitment in learning through modules, displaying discernment in situations provided in learning sessions conducted and shows enthusiasm in the modular learning sessions. However, not to the extent of going beyond teachers' expectations that makes teachers highly satisfied when it comes to their students' values progression. Considering the same factor such as learners are still progressing, diversified interests, and limited opportunities that associates with the diversified students' level of progression.

**Table 8**  
*Summary of the Level of Learners' Holistic Development*

|    | Holistic Development            | Computed Mean | Verbal Description |
|----|---------------------------------|---------------|--------------------|
| 1. | Academic Development            | 3.09          | Practiced          |
| 2. | Skills Development              | 3.04          | Practiced          |
| 3. | Values and Attitude Development | 3.02          | Practiced          |
|    | <b>Grand Mean</b>               | <b>3.05</b>   | <b>Practiced</b>   |

Table 8 shows the summary of the level of students' holistic development as observed by teachers in terms of academic, skills, and values development in which this variable garnered the grand mean of 3.05 interpreted as practiced. All variables under this category attained the computed mean ranges from 3.09 to 3.02 and those variables were interpreted as practiced which affirmed that students were still in the process of progressing and moving forward in terms of their academic, skills, and values development. At some point, not going beyond the teachers' standards and less likely exceeding into the highly satisfactorily remarks as evaluated by their teachers considering the factors such as, each learner is diversified when it comes to their interest which will be the challenge for them to

surpass teachers' standards and to meet highly satisfactorily or outstanding remarks in terms of academic, skills and values development. In line with this, Iberdrola (2019) affirmed that, confirmed that, values education is one of the key areas that students are expected to enhance which enhances their emotions, attitudes, and values maturity, as well as, to be responsible enough as a person.

### 3. Significant effect of Secondary School Teachers' strategies in supervisory practices on the level of learners' holistic development

Table 9 shows the relationship between the teachers' strategy in supervisory practices and the level of learners' holistic development in order to determine the significant relationship of teachers' strategy to the learners' holistic development, as well as, to test its null hypothesis assumed. Given the p-value of 0.052 which was higher than the given alpha level of  $\alpha = 0.05$  affirmed that there was no significant relationship. Given the findings, the null hypothesis of no significant effect of teachers' strategy in supervisory practices on the level of learners' holistic development was officially accepted. In relation to the findings revealed, it officially concluded that teachers' strategy in supervisory practices had no impact or no relation to the student's holistic development.

**Table 9**  
*Significant effect of teachers' strategy in supervisory practices on the level of learners' holistic development*

| X                               | Y                                       | r-value | p-value | Decision        | Interpretation               |
|---------------------------------|---|---------|---------|-----------------|------------------------------|
| Teachers' Supervisory Practices | Level of Learners' Holistic Development | 0.599   | 0.052   | Not Significant | Moderately Strong Correlated |

Given the factor of the psychological developmental stage of adolescents among learners in which, they were less likely to rely on the teachers' supervision. Hence, learners' academic progress does not rely on the teachers' supervision, given the fact that learners were on the process of maturity in which, supervision from adults was less likely to be the factor to maintain



the progression of learners’ academic progress. To conclude, there had no effect on teachers’ strategy in supervision to the learners’ holistic development.

#### 4. Significant difference in the teachers’ strategy in supervision when data is classified according to the respondents’ profile

##### 4.1. In terms of Teaching Position

**Table 10**  
*Respondents’ Teaching Position*

| Variable                                    | Position    | Computed Mean | f-value | p-value | Decision        |
|---|-------------|---------------|---------|---------|-----------------|
| Teachers’ Strategy in Supervisory Practices | Teacher I   | 3.54          | 1.18    | 0.097   | Not Significant |
|   | Teacher III | 3.03          |         |         |                 |

Table 10 presented above illustrates the difference of teachers’ strategy in supervisory practices as the respondents or evaluators were grouped according to their teaching position, in order to test the null hypothesis of no significant difference of the teachers’ strategy in supervision as the data classified according to the evaluators’ teaching position. Given the p-value of 0.097 which was higher than the alpha level of 0.05 assumed as not significant. Observing also the computed mean for Teacher I and Teacher III which was very close to each other. In relation to this, the null hypothesis of no significant difference of the teachers’ strategy in supervisory practices as the data classified according to the evaluators’ teaching position was accepted. Given the findings revealed, it implies that both Teacher I and Teacher III as the evaluators of teachers’ strategy in supervisory practices have the same implication and observation regarding this concern. Given the fact that teachers apply their practical skills in supervisory practices that were viewed by all evaluators.

##### 4.2. In terms of Respondents’ Age

Table 11 shows the result regarding testing for the significant difference of the teachers’ strategy in supervisory practices as the data is

classified according to the respondents’ age, in order to test the null hypothesis assumed.

**Table 11**  
*Respondents’ Age*

| Variable                                    | Age                | Computed Mean | f-value | p-value | Decision        |
|---|--------------------|---------------|---------|---------|-----------------|
| Teachers’ Strategy in Supervisory Practices | 25 years and below | 3.43          | 0.877   | 0.603   | Not Significant |
|   | 26-30 years        | 3.30          |         |         |                 |
|   | 31-35 years        | 3.43          |         |         |                 |
|   | 36-40 years        | 3.57          |         |         |                 |

Given the p value of 0.603 which was higher than the alpha level of 0.05 which affirmed as not significant. Therefore, the null hypothesis of no significant difference of the teachers’ strategy in supervisory practices was found out to be accepted. Observing also the computed mean ranges from 3.30 to 3.57 which was very close to one another and have the same implication as strongly agree, it confirms that, there is no significant difference of the responses among respondents classified according to their age.

##### 4.3. In terms of Educational Attainment

**Table 12**  
*Respondents’ Educational Attainment*

| Variable                                    | Educational Attainment     | Computed Mean | f-value | p-value | Decision        |
|---|----------------------------|---------------|---------|---------|-----------------|
| Teachers’ Strategy in Supervisory Practices | BS Degree                  | 3.53          | 0.221   | 0.954   | Not Significant |
|   | BS Degree with MA units    | 3.55          |         |         |                 |
|   | MA Degree with Ph.D. Units | 3.03          |         |         |                 |

Table 12 shows the result regarding testing with the significant difference in the teachers’ strategy in supervisory practices as the data is classified according to the respondents’ educational attainment in order to critique the null hypothesis assumed. Given the p-value of 0.954 which is higher than the alpha level of 0.05 affirmed as not significant. In relation to this, the null

hypothesis of no significant difference of the teachers' strategy in supervisory practices as the data classified according to the respondents' educational attainment is now officially accepted. Given the findings revealed, it implies that all evaluators across any of their educational qualification have the same observation regarding the teachers' strategy in supervisory practices, considering the computed mean ranges from 3.03 to 3.55 which is very close to one another and have the same implication of each of those computed mean generated. In line with this, those evaluators across all educational qualifications have the same satisfactory remarks as they evaluated their teachers' strategy in supervisory practices.

## CONCLUSIONS

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

1. Secondary school teachers in Notre Dame of Bongao have highly satisfactorily performed the strategies in supervisory practices in terms of leadership, students' learning assistance, and students' personal development.
2. High school learners in Notre Dame of Bongao have satisfactorily excelled their level in holistic development in terms of academic, skills, and attitude development.
3. There is no significant effect of the Secondary School Teachers' strategies in supervisory practices on the level of learners' holistic development.
4. There is no significant difference in the secondary school teachers' strategy in supervisory practices as the data is classified according to the teachers' demographic profile.

## RECOMMENDATIONS

Based from the findings and conclusion, the following are the recommendations:

1. School administrators may set up a strategic plan, strengthen policy and protocols to maintain the satisfactory remarks of the

supervisory practices among secondary school teachers.

2. School heads may conduct monthly monitoring to ensure the consistent practice of supervision rendered by secondary school teachers.
3. School heads may develop quality control and assurance in maintaining the performance of secondary school teachers.
4. Given the advanced demands of the society, school heads may keep abreast with the current trends of the educational system and the needs of society which may serve as their basis for them to formulate programs to train teachers to develop competencies in supervisory practices that anchors to the current trends of the present educational system.
5. Secondary school teachers may keep updated with the current trends and issues in supervisory management for them to be aware and to look into the external opportunities for their professional development.

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