

# **SUPERVISORY ROLES OF SCHOOL HEADS IN PUBLIC STAND- ALONE SENIOR HIGH SCHOOL: A PHENOMENOLOGICAL CASE STUDY**

## ***Authors' contributions***

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

## **ABSTRACT**

Supervision is inseparable with education. In school, the principal performs supervisory roles to guide personnel and implement activities. However, the school head in a stand-alone senior high school reported challenges that influenced her supervisory roles. Hence, this study sought to examine the challenges and supervisory roles of the school head in stand-alone senior high school. Three research questions guided the paper which employed phenomenological-case study. One school head and six teachers in the same school of Region XI were chosen using the purposive sampling technique. The researchers conducted in-depth interview using the Office Performance Commitment and Review Form (OPCRF). Employing Colaizzi's technique and content analysis, the researchers analyzed and clustered responses into themes. Results revealed that the school head encountered challenges in their supervisory role such as limited resources, curriculum demands and changes, teacher retention, community and parental involvement, and maintenance and improvement of infrastructures and facilities. With the findings of the supervisory roles and supervisory roles insights, the school heads are encouraged to create a strategic plan that contains clear steps and measures to address the supervisory challenges to be guided on what roles to take. Department of Education leaders might also help them address these challenges by assigning senior high school focal persons to directly respond to the needs and capacitate the school heads to enhance their supervisory skills. Moreover, stakeholders are encouraged to strengthen their involvement in stand-alone senior high schools. Lastly, future researchers might be inspired to conduct a related study with more participants in a single case to comprehensively investigate their supervisory roles.

*Keywords: Challenges; insights; school head; supervisory roles; Region XI*

## **1. INTRODUCTION**

### **1.1 Background of the Study**

In all facets of life, supervision has become a progressive tool which performance revolves. The issue on the influence of effective supervision on students' academic performance in senior high school is rampant around the globe (Sey & Maina, 2016). In the school context, school heads usually perform supervision. With this supervisory role, they are responsible to lead the school institution by supervising the activities that have been programmed to achieve quality education (Pahlawanti et al. 2020; Mulyasa, 2017). However, school heads encountered challenges like inexperienced teachers, overpopulated students, lack of teaching and learning facilities, and the attitudes of teachers and students which adversely affected their supervisory roles (U-Sayee & Adomako, 2021).

Supervisory roles refer to administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations (Alozie et al. 2023; Amin, 2015). The element of supervisory process is concerned with the effort to guide the daily activities of the work group by stimulating, directing, and coordinating the workers to cultivate relationships to achieve educational targets (Alozie et al. 2023; Armstrong, 2003). The researchers' interest on school heads' supervisory roles was evident even in previous years. In fact, Purwanto (2017) conveyed that school supervisors have been largely attributed to principals only. The main task of principals as school supervisors is to carry out supervision in

academic and managerial aspects of the education unit. These supervisory roles involved helping teachers understand issues and assisting them in carrying out their maintenance tasks to improve student learning achievement in terms of academic aspect. Regarding the managerial aspect, they are more focused with

the management and administration guidance on how to plan school activities; arrange school budgets; formulate a vision, mission, school goals; and school based management.

Exploring more the school heads' supervisory roles, Ampofo et al. (2019) revealed that school heads in Ghanaian senior high schools moderately supervised teachers' lesson by ensuring teachers' punctuality, effective use of instructional time, and delivery of lessons in accordance with prepared lesson plans. The study also found out that school heads periodically discussed academic performance of students with teachers on regular basis through departmental and general staff meetings. Hence, effective school heads' direct supervision enhanced teachers' role performance. Moreover, Edo and David (2019) discovered the importance of supervisory roles in improving quality education. In fact, results of their study showed that school heads' supervision strategies like classroom visitation and demonstration contributed to a very high extent to teachers' job performance. Hence, they were encouraged to carry out supervisory roles for the realization of the basic objectives as well as assisting teachers to improve their teaching skills.

Studies and findings above presented various supervisory roles that school heads performed. These supervisory roles encompassed instructional supervision, administrative management, and cultivation of relationships. However, majority of the research works have only focused on one aspect of supervision like supervisory role in terms of curriculum, instruction, teaching-performance, and managerial aspects. For instance, Ayeni (2012) only looked into the supervisory roles for quality assurance through descriptive survey design with educational key players as respondents, while the study of Cobbold et al. (2015) only explored the school heads' functions and practices of curriculum supervision quantitatively among leaders and teachers. Meanwhile, Amei et al. (2020) and Acheampong (2021) only focused on the instructional supervision of school heads. Consequently, school heads' supervisory roles were limited to these aspects. None of these studies investigated the supervisory roles combining all these aspects in general. Besides, these studies were set years ago whose findings might differ from today's context after the pandemic. Moreover, Simpson et al. (2016) focused on the department heads' challenges in instructional supervision. Undeniably, these department heads are inferior to school heads who have more power in supervision.

Several research gaps could be drawn from the studies above that this study aimed to comply. To fill the knowledge gap on the combination of school heads' various supervisory roles in today's context, this study sought to conduct an in-depth investigation of school heads' supervisory roles in general. Hence, instructional, administrative, managerial, and other aspects of supervision could be covered in this study. Aside from the study of Simpson et al. (2016) on the department heads' challenges in instructional supervision, it is also important to study the full-fledged school head's supervisory roles. In complementing the methodological gap like the use of quantitative research design which could not provide in-depth responses about the actual supervisory roles of school heads, this study aimed to conduct a qualitative phenomenological-case study for an extensive investigation of a school head's supervisory roles with principal and teachers as participants.

It can also be gleaned that majority of the studies above focused on senior high school, which was also established in the Philippines last 2016. Pursuant to Rule III, Section 3.2 (13) of the Implementing Rules and Regulations of Republic Act No. 9155 of the Republic of the Philippines, otherwise known as the "Governance of Basic Education Act 2001" and view of the satisfactory compliance with the basic requirements under Department of Education (DepEd) Order No. 40, series 2014 of the Republic of the Philippines, "Establishment, Merging, Conversion, and Naming/Renaming of Public Schools and Separation of Public School Annexes in Basic Education," a Stand-Alone Senior High School (SHS) may be established and shall operate as independent school under the control, supervision, and management of the Department of Education (Department of Education, 2014). Stand-Alone SHS is a school situated in a new site separate from a Junior High School (JHS) or Integrated School (IS) which has its own school head. This shall only cater senior high school programs with corresponding curriculum programs to comply with the standards and requirements of Department of Education.

The implementation of the senior high school curriculum brought challenges that need to be addressed by educational key players, most especially the school head whose role is to supervise. While there are some existing studies on supervisory roles, much of them focused on primary or

secondary schools within larger educational institutions. Thus, there is a limited research that specifically examines the unique challenges faced by heads, including their supervisory roles, in managing stand-alone senior

high school which has its own distinct set of challenges related to curriculum design, teacher training, student discipline, and community engagement. As such, there is a clear need for further research to explore the supervisory roles of school heads in stand-alone senior high schools.

Generally, the supporting literature emphasized the need to conduct an in-depth study of school heads' supervisory roles in stand-alone senior high school. Since this is a new study in Region XI, it is vital to focus on one case first to extensively explore the supervisory roles of one school head before delving into other leaders' roles. Thus, this study sought to conduct a phenomenological-case study on school heads' supervisory roles along with the challenges and insights in public stand-alone senior high school.

## **1.2 Theoretical Framework**

This study was adhered to the Situational Leadership Theory of Ken Blanchard and Paul Hershey in 1980s. This theory emphasizes that leaders' supervision depends upon the context or school situation. With this, leaders adopt different leadership styles or roles according to the situation and the development level of their team members. Hence, they adjust with the team's needs and set a beneficial balance for the whole organization instead of imposing their own roles without considering the situation. Further, this theory also proposed four situational leadership styles like telling and directing; selling and coaching; participating and supporting; and delegating (Herrity, 2022). In connection with this study, the school head might also adjust with the situation of stand-alone senior high school by demonstrating supervisory roles based on the needs of the teachers, students, stakeholders, and the school environment in general. In performing her supervisory roles, she might also employ the four leadership styles like telling and directing; selling and coaching; participating and supporting; and delegating. These supervisory roles might be observed by the teachers within the school.

In addition, this paper was anchored on the Contingency Theory of Fred Edward Fiedler (1964). This theory states that effective leadership is contingent upon the situation at hand. Leadership or supervision depends upon the organizational context. Hence, this requires honesty, self-reflection, and vulnerability for individuals to identify how they are showing up as leaders. This theory further focuses on the circumstances surrounding a situation or challenges. Thus, leadership or supervisory roles must address these challenges (Miles, 2022). In relation to this study, the school head in the case of stand-alone senior high school might encounter challenges within the school context, perform supervisory roles out of the situation, and develop self-reflections through her insights. Additionally, the teachers might also perceive the same challenges and insights.

Finally, this study was linked to the Behavioral Leadership Theory which argues that the success of leaders is based on their behavior rather than their natural attributes. Leaders' actions and behaviors are shaped based on how they respond to specific situations. Given this idea, leaders can learn and decide what actions they want to implement to become the kind of leader they want to be. It allows them to be flexible and adaptive based on their circumstances (Western Governors University, 2020). In connection with this study, the behavior of a school head might be influenced by the situations or challenges under the stand-alone senior high school. Consequently, her behavior shaped her supervisory roles and insights in responding to the external environment within the stand-alone senior high school. This might also be confirmed by the teachers in the school.

## **1.3 Data collection and study procedures**

The researchers illustrated the conceptual flow based on the significant steps in completing this study. In this flow, the researchers selected the participants through purposive sampling. After the selection, the researchers conducted in-depth interview to only one school head and six teachers in the case of stand-alone senior high school. Then, the researchers collected the Office Performance Commitment and Review Form (OPCRF) as document to enrich sources of data. This is a document in DepEd that provides a venue for agreement on standards of performance and behavior which lead to professional and personal growth in organization. Thus, the school head's supervisory roles were captured in this document. Next, the researchers analyzed the data using Colaizzi's technique and content analysis of the document to capture the supervisory roles as well as the challenges and insights. Based on the findings, the researchers suggested implications for theory, practice, and recommendations to encourage educational key players to

take part in assisting or enhancing school leaders' supervisory roles. Figure 1 shows the conceptual flow of the study.

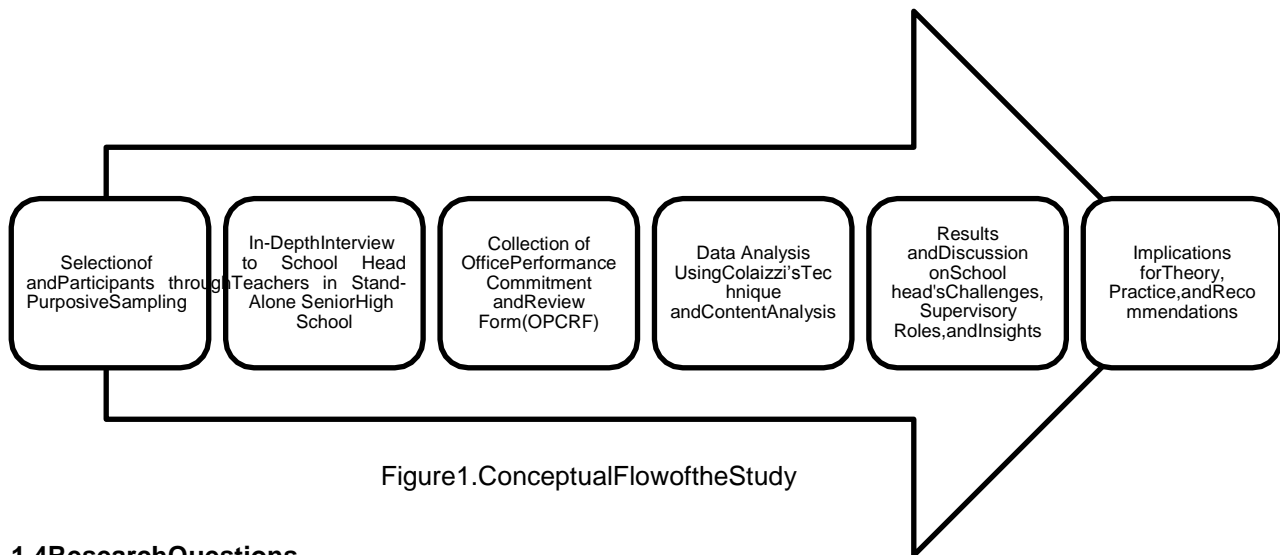


Figure 1. Conceptual Flow of the Study

#### 1.4 Research Questions

This study aimed to explore the supervisory roles as well as the challenges and insights of school head in the case of public stand-alone senior high school in one of the Schools Divisions in Region XI. The following questions were considered for a thorough discussion:

1. What are the supervisory roles of the school head in public stand-alone senior high school?
2. What are the challenges of the school head in performing supervisory roles in public stand-alone senior high school?
3. What are the insights of the school head in performing the supervisory roles in public stand-alone senior high school?

## 2.

### LITERATURE REVIEW

#### *Experiences of School Heads in Stand Alone Senior High School Operations*

With the goal of giving learners a concentrated and specialized education, Stand-Alone Senior High Schools (SASHS) have grown to be a crucial component of the educational environment. Additionally, school heads at SASHS have unique opportunities and challenges. Martinez and Garcia's (2019) research explores the perspectives of school administrators, emphasizing the tactical choices they make to match the curriculum to SASHS's unique focus. The results highlight how important school administrators are in establishing a positive learning environment and modifying the academic environment.

Additionally, teachers are essential in putting the specific curriculum into practice and creating a supportive learning atmosphere. Hernandez et al. (2019) investigation of SASHS instructors' experiences focused on the pedagogical modifications needed to address each student's individual needs.

#### *Challenges Encountered by School Heads*

Heads of schools have a unique set of problems when running SASHS. The administrative challenges faced by school heads, including faculty management, resource allocation, and collaboration with industrial partners, are examined in a research by Reyes et al. (2020). Knowing the

sedifficultiesis crucialto creatingfocused support systemsforschooladministrators.

Moreover, curriculum delivery, student engagement, and the incorporation of industry-relevant content present difficulties for SASHS teachers. A study by Garcia and Santos (2020) sheds light on these difficulties and highlights how crucial it is for educators to pursue ongoing professional development.

#### *Coping Mechanisms Adopted by School Heads*

School administrators use a range of coping strategies to get through the difficulties. In their analysis of the coping mechanisms employed by school heads, Santos and Hernandez (2021) highlight the value of networking, professional growth, and cooperative decision-making. These coping strategies support SASHS leadership in an effective manner. However, SASHS teachers use a variety of coping strategies. In their investigation on the coping mechanisms used by educators, Rodriguez and Reyes (2021) emphasize the value of teamwork, peer support, and technology integration.

#### *Insights of School Heads into SASHS Operations*

School heads' insights offer important viewpoints for the ongoing enhancement of SASHS operations. In a qualitative investigation, Dela Cruz and Rodriguez (2022) looked at school heads' perceptions of SASHS' influence on student results. The results enhance our comprehension of the SASHS model's shortcomings and efficacy. Meanwhile, the refinement of educational processes is greatly aided by teachers' insights about SASHS activities. A qualitative analysis of teachers' responses was carried out by Dela Cruz and Martinez (2022), which provided insight into how well the SASHS model prepared students for postsecondary education or the workforce.

### **3. METHODOLOGY**

#### **3.1 Research Design**

This study employed phenomenological-case study. A phenomenological study is one of the qualitative designs that examine a detailed description of how individuals experience a specific phenomenon. It also explores the context in which the individuals experience the phenomenon (Creswell, 2016). Case study goes along with phenomenology since it is a research inquiry that investigates a phenomenon within its environmental context to generate a holistic description. Hence, it is bounded with a case (Adams et al. 2022; Merriam 1988; Yin 1994). In conducting a case study, Stake (2006) as cited in Adams et al. (2022) believed in the use of only qualitative data sources. Interviews are the most common form of data collection in qualitative studies in education and could easily be integrated as a data collection method in a case study. Researchers could also use narrative analysis, phenomenological analysis, and content analysis to analyze data. Therefore, phenomenological approach could be employed in case study.

With the approach above, Crawford (2016), Walters (2017), Gary et al. (2020), Lewis (2021), and Stephens (2022) have already conducted phenomenological-case studies. Applying the same research design, this paper sought to explore the supervisory roles of school head in the case of public stand-alone senior high school. In terms of data collection, the researchers utilized in-depth interview and OPCRFD document in exploring the school head's challenges, supervisory roles, and insights with one school head and six teachers as participants.

#### **3.2 Research Locale**

This study involved one school head and six teachers from one public stand-alone senior high school in Region XI, Philippines. The division was chosen since it has only one stand-alone senior high school with a school head who might perform various supervisory roles within the demanding and challenging school context.

### 3.3 Research Participant

The participant of this study involved one school head and six teachers of the stand-alone senior high school in one of the Schools Divisions in Region XI, Philippines. These participants were chosen since they work on a school with almost complete senior high school offerings, which brought more challenges and pressures. Despite these, the school made it up to the national level competitions and entertained various schools which benchmarked the best practices. Thus, it is interesting to extensively examine the school head's supervisory roles as well as the challenges and insights to serve as examples to other aspiring leaders in stand-alone senior high school.

### 3.4 Sampling Technique

In selecting the participants for the phenomenological-case study, the researchers employed purposive sampling. According to Nikolopoulou (2022), purposive sampling is a group of non-probability sampling technique by which participants are selected because they have the needed characteristics in the sample. This method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the objectives of the study. Hence, they are selected on purpose. This sampling is common in qualitative research and useful in finding information with rich cases. In this study, the researchers selected one school head and six teachers who have rich experiences to comprehensively share about the encountered challenges, supervisory roles, and insights in leading and working in a stand-alone senior high school.

### 3.5 Research Instrument

In examining school head's financial management strategies, the researchers conducted in-depth interview using the validated guide questions. According to Rutledge and Hogg (2020), in-depth interview is a qualitative research technique that is used to conduct detailed interviews with a small number of participants. It is used to gather data on the subjective experience of participants to get detailed information on an individual's perspective and the perceived meaning about a particular topic, issue, or process. Interview questions are primarily open ended and lead to a discovery-oriented approach. In this study, the researchers conducted in-depth interview to one school head and six teachers about the head's supervisory roles in stand-alone senior high school with open-ended guide questions for extensive investigation. Aside from the interview, the school head's OPCR was used to extensively examine supervisory roles of the school head.

### 3.6 Data Analysis

Adam et al. (2022) highlighted that researchers could utilize phenomenological analysis in a case study. Thus, the researchers analyzed the school head's supervisory roles from the interview through Colaizzi's data analysis technique as a way of phenomenological analysis. Colaizzi (1978) presented seven steps to analyze data. These steps provided a rigorous analysis. Hence, its method offered a clear and systematic approach (Morrow et al., 2015).

Given the effectiveness and suitability of Colaizzi's technique in qualitative study, the researchers applied seven stages such as familiarization, identifying significant statements, formulating meanings, clustering themes, developing an exhaustive description, producing the fundamental structure, and seeking verification of the fundamental structure.

In analyzing the school head's OPCR, the researchers employed content analysis. According to Luo (2019), content analysis is a research method used to identify patterns in recorded communication by systematically collecting data from a set of texts, which can be written, oral, or visual. Since OPCR is a written text, the researchers of this study analyzed it through content analysis to enrich the data.

## 4. RESULTS AND DISCUSSION

This section analyzes and discusses the result of the data on supervisory roles of school head in public stand-alone senior high school. The presentation includes the school head's lived experiences that involve challenges, supervisory roles, and insights in handling stand-alone senior high school. These data were also added by the teachers who observed the head's supervisory roles.

### Supervisory Role Challenges of School Head

The school head encountered various challenges in performing his supervisory roles. Some of the challenges involved *limited resources; curriculum demands and changes; teacher retention; community and parental involvement; and maintenance and improvement of infrastructures and facilities*. Table 1 presents the themes and core ideas on the supervisory role challenges of the school head in a public stand-alone senior high school. The researchers defined these themes, discussed thoroughly, enriched with core ideas, and supported with existing studies and literature.

**Table 1. Major Themes and Core Ideas on the Supervisory Role Challenges of School Head in Public Stand-Alone Senior High School**

Major Themes	Core Ideas
<b>Limited resources</b>	<ul style="list-style-type: none"> <li>● <i>challenge on limited resources—SH1</i></li> <li>● <i>financial struggles due to limited financial aspect—T1</i></li> <li>● <i>lack of resources as a key obstacle—T2</i></li> <li>● <i>limited resources as a problem—T3</i></li> <li>● <i>limited resources as a challenge—T5</i></li> <li>● <i>stand-alone senior high schools face resource constraints—T6</i></li> </ul>
<b>Curriculum demands and changes</b>	<ul style="list-style-type: none"> <li>● <i>challenge on curriculum demands and changes—SH1</i></li> <li>● <i>challenge on curriculum changes—T5</i></li> <li>● <i>challenge due to frequent changes in the curriculum—T6</i></li> </ul>
<b>Teacher retention</b>	<ul style="list-style-type: none"> <li>● <i>challenge on teacher retention—SH1</i></li> <li>● <i>problem on teachers shortage—T5</i></li> <li>● <i>significant challenge in attracting and retaining qualified teachers—T6</i></li> </ul>
<b>Community and parental involvement</b>	<ul style="list-style-type: none"> <li>● <i>challenge on community and parental involvement—SH1</i></li> <li>● <i>school head's hardship in dealing with stakeholders—T1</i></li> <li>● <i>school head's difficulty in engaging community—T3</i></li> <li>● <i>challenge in collaborating between parents and teachers—T4</i></li> </ul>

<b>Improvement of infrastructures and facilities</b>	<ul style="list-style-type: none"> <li>● <i>challenge in improving infrastructures and facilities—SH1</i></li> <li>● <i>school's problem with infrastructure and facilities—T3</i></li> <li>● <i>problem with insufficient infrastructure —T6</i></li> </ul>
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To present the challenges, the researchers featured some narratives. The school head initially conveyed:

*“School heads in public stand-alone senior high schools face various challenges in fulfilling their supervisory roles. These challenges can become complex and multifaceted, often requiring effective leadership and problem-solving skills.”*

It can be gleaned that she really faced various challenges in executing her supervisory roles like other school heads in public stand-alone senior high schools. Unfortunately, these problems were complicated which required her to demonstrate effective leadership and problem-solving skills.

To enumerate these complex challenges, she further shared:

*Some common challenges include limited resources, curriculum demands and changes, teacher retention, community and parental involvement, and maintenance and improvement of infrastructures and facilities. While navigating these obstacles, school administrators must keep the needs of their students and the school's objectives and goals.*

The school head's responses showed that she has encountered challenges like limited resources; curriculum demands and changes; teacher retention; community and parental involvement; and maintenance and improvement of infrastructures and facilities. These obstacles pressured and limited her supervisory roles.

### **Limited Resources**

This means that the school head has problem with the insufficient resources to sustain the school needs which intervenes her supervisory roles. With this challenge, she could hardly implement school activities for students, trainings for teachers' development, and other school operations which impede school's progress. Thus, most of her supervisory roles are centered on these problems as she tried to overcome these. In fact, she focused more on the problems instead of avoiding these.

Teachers also observed that their school head has problems with limited resources as evident in their responses below:

*“The school head encountered financial struggles because of the financial aspect that is sometimes limited.”—T1*

*“One key obstacle is generally a lack of resources, which includes both budgetary constraints and a paucity of qualified workers. This can make it difficult to implement effective educational programs and limit opportunities for professional development.”—T2*

*“The problem is limited resources.”—T3*

*“The challenge includes limited resources.”—T5*

*“Public schools, especially stand-alone senior high schools, may face resource constraints, including inadequate funding, lack of modern teaching materials, and insufficient infrastructure.”—T6*

Comparably, the findings of Zhang and Koshmanova (2021) showed that school heads faced a major challenge like lack of enough educational resources which caused insufficient administration, teaching, and learning. In addressing this, school heads use some strategies to build a professional learning community like communication and value-based policy. Likewise, Amos et al. (2021) also revealed that many of the school heads encountered difficulties in managing school funds due to limited resources.

### **Curriculum Demand and Changes**

This pertains to the demanding curriculum in senior high school which leads to some changes. Consequently, the school head found it hard to carry out instructional supervision to teachers since the curriculum for senior high school is demanding and changing. She also tended to adjust with teacher and students' performance due to curriculum demands.

Likewise, some teachers also agreed about the curriculum demand and changes as a challenge when they said:

*"The challenges include curriculum changes, policy compliance, assessment, and evaluation."* – T5

*"Frequent changes in the curriculum or educational policies can pose challenges for school heads in terms of adapting teaching methods, training staff, and ensuring that students receive a quality education."*  
– T6

Similarly, Awi, Calasin, and de Guzman (2021) said that the K to 12 curriculum was implemented in the Philippines in 2016 in compliance with RA 10533 or otherwise known as an *Act Enhancing the Philippines Basic Education System* by strengthening its curriculum and increasing the number of years in basic education. The new curriculum has been scrutinized by the stakeholders, industries, and parents who would invest another two years in their children's education. However, the K-to-12 system in the Philippines has always been in question especially in terms of its curriculum effectiveness. This also brought challenges to school heads' supervision.

### **Teacher Retention**

This challenge is concerned with the difficulty of the school head in keeping the personnel stay in the workplace. Many of the teachers resigned and went abroad. Some of them also transferred to Junior High School for easy promotion, Commission on Higher Education (CHED), and to other agencies.

Correspondingly, some teachers also shared:

*"Teachers shortage is really a problem since some teachers are leaving."*  
– T5

*"Attracting and retaining qualified teachers can be a significant challenge, especially in remote or economically disadvantaged areas."* – T6

Apparently, Opoku et al. (2019) highlighted the need for policymakers to design teacher retention strategies in rural schools. Recognizing teacher retention as a problem, Arthur and Bradley (2023) also recommended that school heads must create a nurturing environment which values teachers and fosters relationships among learners, teachers, and staff to promote collegial support.

### **Community and Parental Involvement**

This problem entails the school head's hardship in encouraging community and parental involvement. Since stand-alone senior high school is a newly established school, stakeholders prioritize primary and secondary schools. They usually give their support and attention to the schools of their young

rchildren with the notion that older ones could already render school services independently in replace totheirparents.

Like the school head, teachers also shared that community and parental improvement remains a challenge as they conveyed:

*“It’s hard for the school head to supervise if there are problems encountered especially when in dealing with teachers and other stakeholders.” – T1*

*“Community engagement is difficult for our school head.” – T3*

*“A school head has faced some of the uncontrollable challenges in school, but the most prominent is the student’s behavior and others such as communication and collaboration between parents and teachers.” – T4*

On the same vein, Owan et al. (2022) revealed that the extent of principals’ public relations skills, as well as school-community collaboration was low. Thus, community involvement could be a challenge. Correspondingly, Ogada et al. (2023) suggested that school should consider developing mechanisms to resolve potential conflicts among stakeholders to ensure a harmonious and constructive strategic planning process. It is also important to regularly monitor and evaluate the outcomes of the strategic plans, with all stakeholders involved, to assess the effectiveness of the strategies in meeting their intended objectives.

### **Maintenance and Improvement of Infrastructures and Facilities**

This challenge refers to the school head’s difficulty in maintaining and improving infrastructures and facilities due to limited budget. As a stand-alone school, it needs more funds and resources for maintenance and improvement of infrastructures and facilities. To illustrate this problem, the researchers featured the teachers’ responses below:

*“The school has a problem with infrastructure and facilities.” – T3*

*“Public schools, especially stand-alone senior high schools, may face resource constraints, including inadequate funding, lack of modern teaching materials, and insufficient infrastructure.” – T6*

Comparably, Ampofo (2020) emphasized that there were some factors that impeded the maintenance of public senior high school buildings. These constraints involved lack of coordination between responsible authorities, lack of government funds, poor maintenance culture, frequent shortage of maintenance materials, users’ attitude, and the persistent breakdown of building components caused by undisciplined students. Additionally, Anaman et al. (2022) conveyed that school’s infrastructure reflects its curriculum and co-curricular activities. Their research showed that senior high school teachers believed in the importance of school infrastructure to improve academic achievement.

In summary, these challenges were evident in the stand-alone senior high school. These problems undeniably affected the school head’s supervisory roles since she needed to give more attention on the solutions to overcome these problems. Hence, she focused more on the instructional supervision, administrative management, cultivation of positive school climate, and community engagement.

### **Supervisory Roles of School Head**

The mentioned challenges inspired the school head to perform supervisory roles in a stand-alone senior high school. The researchers captured four supervisory roles such as *instructional supervision, administrative management, cultivation of positive school climate and culture, and community engagement*. Table 2 presents the themes and core ideas on the supervisory roles of the school head in a public stand-alone senior high school. The researchers defined these themes, discussed thoroughly, enriched with core ideas, and supported with existing studies and literature.

**Table 2. Major Themes and Core Ideas on the Supervisory Roles of School Head in Public Stand-Alone Senior High School**

Major Themes	Core Ideas
<b>Instructional Supervision</b>	<ul style="list-style-type: none"> <li>● oversees and assists the teaching and learning processes—SH1</li> <li>● engages in instructional supervision—T1</li> <li>● actively participates in instructional monitoring—T2</li> <li>● ensures that teachers are delivering quality instruction—T3</li> <li>● employs different strategies like regular classroom observations and meetings—T4</li> <li>● often engages in instructional supervision through various strategies—T5</li> <li>● analyzes student performance data—T6</li> </ul>
<b>Administrative Management</b>	<ul style="list-style-type: none"> <li>● ensures compliance with education policies and regulations—SH1</li> <li>● implements school policies—T1</li> <li>● focuses on efficient day-to-day operations—T2</li> <li>● performs administrative leadership—T3</li> <li>● ensures adherence of teachers to school time, task, and other related works—T4</li> <li>● performs administrative management—T5</li> <li>● oversees the day-to-day operations of the school—T6</li> </ul>
<b>Cultivation of Positive School Climate and Culture</b>	<ul style="list-style-type: none"> <li>● creates an environment that is favorable for learning—SH1</li> <li>● promotes a safe and friendly environment—T1</li> <li>● plays a critical role in promoting a positive school atmosphere—T2</li> <li>● creates an environment of accountability and mutual respect—T3</li> <li>● promotes a supportive and inclusive environment—T4</li> <li>● establishes open line of communication—T5</li> <li>● fosters a positive school climate and culture—T6</li> </ul>
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>● collaborates with stakeholders—SH1</li> <li>● updates parents of the latest school improvements—T1</li> <li>● actively engages with numerous educational stakeholders to complete supervisory tasks—T2</li> <li>● collaborates with various educational stakeholders—T3</li> <li>● seeks partnership with external educational stakeholders—T4</li> <li>● ensures parental involvement and community partnerships—T5</li> <li>● promotes collaboration to create a supportive network—T6</li> </ul>

To feature the school head's roles, the researchers captured some narratives. She said first:

*“The primary supervisory roles performed by school heads or principals in public stand-alone senior high school encompass a range of responsibilities aimed at ensuring the overall well-being of students and effective functioning of the school.”*

Based on her response, it can be noted that she performed various responsibilities with the goal to ensure the overall well-being of students. Thus, she really put students at the center of her supervisory roles. In addition, she also made sure that the school could function effectively through her supervisory roles.

To state all her supervisory roles, she generally shared:

*As school head has an indispensable role on instructional leadership which includes supporting professional development opportunities for teachers and promoting a continuous improvement in teaching and learning; role on administrative management which includes the ensuring compliance with education policies and regulations and supervising non-teaching staff and personnel; role on cultivating positive school climate and culture through clear vision and values, effective communication, and positive behavior; and role on community engagement which entails collaborating with community organizations, parents, community members, and local authorities.*

The school head's responses manifested various supervisory roles like instructional supervision, administrative management, cultivation of positive school climate and culture, and community engagement. Hence, she needed to carry these responsibilities and make a balance on how to deal with these roles given the demands of a stand-alone senior high school.

### **Instructional Supervision**

This theme in the context of DepEd refers to a professional, ongoing, and collaborative process for improving instruction. It consists of school leader's guidance, assistance, idea sharing, facilitation, or creation to assist teachers in improving the learning situation and quality of learning in schools. In this study, the school head demonstrated instructional supervision by supporting personnel's professional development and promoting continuous teaching-learning improvement.

To feature instructional supervision as one of the supervisory roles, the school head specifically said:

*School heads oversee and assist the teaching and learning processes in their public stand-alone senior high schools, which is a major part of their responsibility in instructional supervision. The amount of time they spend supervising instruction can vary according on the size of the school, the resources that are available, and the educational environment.*

*School heads can make use of the following strategies to incorporate supervision: classroom observations, continuous improvement through series of training and seminars, data analysis based on reports, goal setting at the beginning of school year, year-end evaluations, and conduct of recognitions and celebrations. The strategies employed by school heads in instructional supervision are dynamic and responsive to the specific needs and context of their schools.*

In addition, the teachers also shared the instructional supervision of the school head as they said:

*"Our school head engages in instructional supervision with the help of the stakeholders who are always there to give their support." – T1*

*"Our school head actively participates in instructional monitoring in public stand-alone senior high school to assure the quality of teaching and learning. She uses a multidimensional strategy that includes regular classroom observations, constructive feedback sessions with teachers, and collaborative professional development activities to a large extent."*

*– T2*

*"In analyzing the extent to which my school head engages in instructional supervision, it is evident that she actively participates in this crucial aspect of education. Through regular classroom observations and feedback sessions, she ensures that teachers are delivering quality*

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*two workshops and encourages collaboration among staff members.”—T3*

*“Our school head employs different strategies such as conducting regular classroom observations and holding teachers’ meetings.” – T4*

*“Our school head often engages in instructional supervision through various strategies that include classroom observation, teacher evaluation, and professional development.” – T5*

*“School head analyzes student performance data to identify trends, areas of improvement, and areas of success. She might use assessment data to inform instructional decisions, implement targeted interventions, and recognize effective teaching practices.” – T6*

The narratives above indicated that the school head has a lot of activities in performing her instructional supervision role. She supported teachers’ professional development by providing them with training and seminar opportunities. These were also evident in her OPCRf which proved that she conducted School Learning Action Cell (SLAC) Sessions, Midyear Performance Review and Evaluation (MPRE), and In-Service Trainings (INSET) for teachers and non-teaching staff. Aside from these, she also encouraged them to pursue continuing professional development by enrolling in graduate and post-graduate studies as well as short-term online courses. Moreover, she also sent teachers to seminars and trainings within district and division level. All of these professional development activities improve the performance of teaching and non-teaching staff.

In addition to professional development support, she also promoted continuous improvement in teaching and learning. With this, she conducted classroom observations, data analysis based on reports, goal setting at the beginning of school year, year-end evaluations, and recognitions and celebrations. Based on the OPCRf, she regularly checked teachers’ lesson plans and daily lesson logs for monitoring and evaluation. She also conducted classroom observations to assess and rate teachers’ classroom performance by looking into the different teaching indicators as evident in the classroom observation tool. Improving more the teaching-learning process, she checked teachers’ test papers along with the Table of Specifications (TOS) and Most Essential Learning Competencies (MELCs) to make sure that the test questions could really measure the prescribed competencies with appropriate time and level of thinking skills. Further, she facilitated the collection of proficiency levels in all subject areas and reading reports to monitor students’ reading ability for systematic interventions. All of these enhance the teaching-learning process.

To sum up, the school head has comprehensively done instructional supervision by supporting professional development and continuous improvement in teaching and learning. It is important to note that these instructional supervision strategies are responsive to the specific needs and context of a stand-alone senior high school. Thus, this study affirmed the Situational Leadership Theory of Blanchard and Hershey (1980), Contingency Theory of Fiedler (1964), and Behavioral Leadership Theory which all agreed that leaders’ supervisory roles are dependent or contingent upon the school situation. Hence, leaders’ actions and behaviors are shaped based on how they respond to specific situations.

Moreover, the findings of Innocent (2020) revealed that teachers expected school heads to do instructional leadership which included supervising instruction, providing feedback, and discussing this feedback with them. It was also observed that school heads enacted the communication of shared goals, promoted teacher professional development, provided teaching and learning resources, and reviewed curricula. Generally, teachers ranked their principals as moderately enacting instructional supervision.

The results are in consonance with the findings of Warman et al. (2021) as they revealed that the school heads performed instructional supervision by being authoritarian in observing teachers’ attendance in school and teaching time in the classroom. They are also democratic in providing opportunities for teachers to attend training according to the needs of the school and the needs of teachers. These leaders also helped teachers in preparing teaching programs and learning tools. In addition, Potane et al. (2023) emphasized that instructional supervision ensured school’s educational mission to be carried out

by supervising, equipping, and empowering teachers to provide students with meaningful learning

experiences. Infact, their study discovered that the circle of the leaders promoted professional development.

### **Administrative Management**

This theme pertains to the process by which the school leader maintains and runs a school organization. The goal of this supervisory role is to create a formal structure within the school by delegating tasks, guiding personnel's works, and adhering to educational policies to encourage success in an organization. In this study, the school head performed this supervisory role by implementing school operations based on existing rules and regulations in DepEd. This is evident in her response below:

*“Administrative management includes the ensuring compliance with educational policies and regulations and supervising non-teaching staff and personnel in doing their tasks.”*

With the administrative management role, the school head ensured the school's compliance with education policies and regulations. She made sure that the school projects, programs, and activities were adhered to DepEd policies and mandates. Likewise, the OPCRFS showed that she secured copies of DepEd memoranda and acted based on existing orders. Part of her administrative management is the supervision to the teaching and non-teaching staff. This is apparent in the OPCRFS as she guided the school personnel in performing their tasks to carry out school projects, programs, and activities.

Comparably, the teachers also observed the school head's administrative management as they said:

*“These are the following roles of performed by school heads in public stand-along senior high schools: setting the vision and mission for the school, developing and implementing school policies, and leading administrative staff and teachers.” –T1*

*“Administrative administration is closely followed, with a focus on efficient day-to-day operations, prudent budgeting, and good human resource management to build a conducive learning environment.” –T2*

*“Administrative leadership is evident.” –T3*

*“The primary supervisory roles performed by our school head are to ensure supervision from time to time on adherence of teachers to school time, task, and other related works.” –T4*

*“Our school head performs administrative management.” –T5*

*“School head oversees the day-to-day operations of the school, including scheduling, staffing, and facilities management. She also implements and enforces school policies and procedures in accordance with education regulations.” –T6*

Likewise, the findings of Komalasari et al. (2020) disclosed that school head exhibited competent administrative management in improving the quality of education. The principal was good in managing the school as an educational institution by formulating a good vision and mission to carry out the school's hope to produce proud quality graduates. In addition, the principal carried out his duties to achieve school goals through achievement strategies. These findings could also be associated with the study of Widiastuty et al. (2022) which discovered that the school head performed administrative management through the school-based management. In performing it, the principal delegated authority, made decisions by deliberation, held meetings, built communication, and conducted evaluations to adhere with the school policies. Another principal also invited his subordinates to work together to achieve the school's vision, mission, and

goals. These were all parts of administrative management.

## Cultivation of Positive School Climate and Culture

This theme means that school head has supervisory role to foster positive school climate and culture to promote a healthy teaching-learning environment for students and teachers. In this study, the school head confirmed that she was responsible in supervising the school environment to make it conducive, harmonious, and productive.

Promoting the cultivation of positive school climate and culture, the school heads said:

*In stand-alone senior high schools, one of the most important aspects of the supervisory responsibilities of school heads is cultivating a positive school climate and culture. A healthy school climate promotes student well-being, creates an environment that is favorable for learning, and helps the schools succeed. A school head should set clear vision and values, use effective communication, model positive behavior, encourage students, parents and community involvement, incorporate collaborative decision making, strategize continuous feedback, and plan crisis responses.*

In parallel, the teachers also agreed that their school head cultivated positive school climate and culture as evident in their responses below:

*“Based on my personal information, since we have one senior high school in our municipality, the school head continues to promote the school as a friendly environment and safe for learners by constructing proper fences for protection of their students.” – T1*

*“Through her supervisory roles at our independent senior high school, our school head plays a critical role in promoting a positive school atmosphere and culture. She places an emphasis on open communication and collaboration among staff, kids, and parents in order to foster a feeling of community and shared responsibility.” – T2*

*“In stand-alone senior high schools, the school head plays a crucial role in fostering a positive school climate and culture through her supervisory roles. By setting clear expectations for teachers and students, she creates an environment of accountability and mutual respect.” – T3*

*“Our school head is promoting a supportive and inclusive environment where students, teachers and staff feel valued, respected, and motivated to excel.” – T4*

*“Provides constructive and supportive feedback to teachers, clear communication of expectations for teaching standards; encourages ongoing professional development; promotes collaboration; acknowledges achievements and successes; and establishes open line of communication.” – T5*

*“Fostering a positive school climate and culture is a critical aspect of a school head's supervisory roles in stand-alone senior high schools.” – T6*

The responses entailed that supervisory role also involved the cultivation of positive school climate and culture. It is the responsibility of the school head to foster a healthy environment by setting clear vision and values; using effective communication; modeling positive behavior; encouraging students, parents and community involvement; incorporating collaborative decision making; strategizing continuous feedback; and planning crisis responses. These roles enabled the school head to foster positive school climate to promote student well-being, create an environment that is favorable for learning, and help the schools succeed in achieving quality education. It can also be gleaned in the OPCR that she conducted activities

relating to the cultivation of positive school climate and culture by promoting respect and unity amid diversity.

Agreeably, the findings of Maponya (2020) discovered that part of instructional leadership is the creation of a positive teaching and learning culture. Hence, school heads might consider the supervisory role of cultivating a positive school climate and culture. In fact, Panindranauth (2023) showed that the school head defined a positive school culture as developing authentic relationships through communication to support each other for one common purpose.

Moreover, Mehmood et al. (2023) conveyed that fostering a positive school climate is an essential aspect of school improvement. Research has shown that the school heads' interpersonal skills play a crucial role in optimizing school climate. In fact, the results of their study suggested that effective leadership or supervision is characterized by trustworthiness, empathy, problem-solving, and effective interpersonal skills, which contribute to a positive organizational climate and enhanced learning outcomes for teachers and students. Furthermore, research showed that a leader's behavior greatly affected the organizational climate.

### **Community Engagement**

This theme concerns with the school leader's supervisory role to collaborate with various stakeholders like teachers, students, parents, community people, government officials, and other organizations to support the school through their involvement in school activities. In this study, the school head collaborated with the community organizations, parents, community members, and local authorities. This is obvious when she said:

*Effective supervision responsibilities at stand-alone senior high schools require school leaders to collaborate with a variety of educational stakeholders. Teachers, students, parents, community people, government officials, and other organizations are some of these stakeholders. Schools collaborate with stakeholders through giving feedback, student support services, parent-teacher conferences, communication channels, parent involvement on school undertakings, partnerships, community outreach programs, policy adherence, professional networks, social media relations, and school promotions.*

Likewise, the teachers also confirmed the school head's community engagement as they shared:

*"The school head always collaborates with other educational stakeholders by updating the parents of the latest improvements of the school and the achievements made by the students and teachers."—T1*

*In stand-alone senior high schools, our school head actively engages with numerous educational stakeholders to complete her supervisory tasks. She forms alliances with local education officials in order to stay informed about government policies and ensure that the school's actions are in accordance with legislation. She also works with community leaders, businesses, and non-profit organizations to improve student resources, extracurricular activities, and vocational possibilities.—T2*

*"In order to fulfill her supervisory responsibilities, the school head in our stand-alone senior high school collaborates with various educational stakeholders."—T3*

*"Our school head is making an effective way to further communicate and support internal educational stakeholders and having partnership with some external educational stakeholders to support learning development opportunities for all."—T4*

*“Parental involvement, community partnerships, advisory committees, and teacher collaboration are evident in our school.”—T5*

*“Effective collaboration with various educational stakeholders is crucial for school heads in stand-alone senior high schools to fulfill their supervisory responsibilities. This collaboration helps create a supportive network and promote the overall success of the school.”—T6*

It can be noted that the school head really valued the role and support of the stakeholders by collaborating with them. These stakeholders involved teachers, students, parents, community people, government officials, and other organizations who were engaged in school projects, programs, and activities by giving feedback; providing student support services; attending parent-teacher conferences; communicating through various channels like online, face-to-face, memoranda, and letters; involving in school undertakings, partnerships, and community outreach programs; adhering to school policies; and participating in professional networks, social media relations, and school promotions. As shown in the OPCR, the school head conducted Home Room PTA Meeting, General PTA Assembly, and Brigada Eskwelawith the involvement and support of the stakeholders as evident in their attendance, signatures to school documents, suggestions, donations, and rendered services.

Acknowledging the role of school heads in community engagement, Bailes and Eruslu (2020) also recommended that principals should establish and model school wide norms for family engagement. As “key drivers” of school improvement, principals should create and sustain school structures to invite, value, and apply the voices of students’ families. It is also important to set a pattern of open and honest conversation with families. The same way, Mayger and Provinzano (2021) revealed that the principal evaluation systems are supportive of authentic family and community engagement to allow flexible goal setting and explicitly encourage the use of stakeholder feedback as evidence of principals’ effectiveness.

In summary, the school head performed supervisory roles like instructional supervision, administrative management, cultivation of positive school climate and culture, and community engagement in response to the school situation. These findings affirmed the Situational Leadership Theory of Blanchard and Hershey (1980) which emphasizes that leaders’ supervision depends upon the context or school situation. The school head’s supervisory roles could also be associated with the four styles of the theory like telling and directing; selling and coaching; participating and supporting; and delegating. These styles are needed by the school head to demonstrate her supervisory roles.

### **Supervisory Role Insights of School Head**

Given the various challenges and requirements in a stand-alone senior high school that influence the school head’s supervisory roles, she has shared valuable insights that researchers documented. The insights included *effect of unexpected circumstances to supervisory roles; importance of supervisory skill enhancement; influence of external factors to supervisory roles; and impact of supervisory roles to students’ academic performance and well-being*. Table 3 presents the themes and core ideas on the supervisory role insights of the school head in a public stand-alone senior high school. The researchers defined these themes, discussed thoroughly, enriched with core ideas, and supported with existing studies and literature.

**Table 3. Major Themes and Core Ideas on the Supervisory Role Insights of School Head in Public Stand-Alone Senior High School**

<b>Major Themes</b>	<b>Core Ideas</b>
<b>Effect of Unexpected Circumstances to Supervisory Roles</b>	<ul style="list-style-type: none"> <li>● <i>requirements and difficulties might change the objectives—SH1</i></li> <li>● <i>external issues might complicate the supervisory role—T2</i></li> <li>● <i>changing educational policies affects school’s priorities—T3</i></li> <li>● <i>uncontrollable circumstances cause uncontrollable challenges—T4</i></li> </ul>
<b>Importance of supervisory skill enhancement</b>	<ul style="list-style-type: none"> <li>● <i>enhance supervisory skills through professional development—SH1</i></li> <li>● <i>make sure of enhancing the supervisory skills—T1</i></li> </ul>

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	<ul style="list-style-type: none"> <li>● <i>improves supervisory skills—T2</i></li> <li>● <i>engages in professional development opportunities—T3</i></li> <li>● <i>enhances supervisory skill through workshops and seminars—T4</i></li> <li>● <i>attends workshop that focus on leadership—T5</i></li> <li>● <i>strengthens supervisory skill through professional development—T6</i></li> </ul>
<b>Influence of external factors to supervisory roles</b>	<ul style="list-style-type: none"> <li>● <i>external factors promote flexibility, smart thinking, and excellent communication—SH1</i></li> <li>● <i>external factors influence the supervisory roles—T1</i></li> <li>● <i>external variables have a substantial impact on school heads' supervisory functions—T2</i></li> <li>● <i>external factors play a crucial role in influencing the supervisory roles—T3</i></li> <li>● <i>government policies have a direct impact on the supervisory roles—T4</i></li> <li>● <i>external factors shape the school landscape—T5</i></li> <li>● <i>external factors shape the supervisory roles—T6</i></li> </ul>
<b>Impact of supervisory roles to students' academic performance and well-being</b>	<ul style="list-style-type: none"> <li>● <i>good school leadership creates an environment where students can succeed both academically and personally—SH1</i></li> <li>● <i>school head has an impact on students' overall academic performance—T1</i></li> <li>● <i>school principal's supervisory activities have a significant impact on the students' overall academic achievement and well-being—T2</i></li> <li>● <i>school head's leadership improves students' academic outcomes, motivation, and overall holistic development—T3</i></li> <li>● <i>supervisory roles have a huge impact on the students' overall academic performance and well-being—T4</i></li> <li>● <i>supervisory roles promote quality teaching, alignment of curriculum, and monitoring of students' progress—T5</i></li> <li>● <i>supervisory roles influence the students' academic performance and overall well-being—T6</i></li> </ul>

**Effect of Unexpected Circumstances to Supervisory Roles**

This means that the school head's supervisory roles might be changed based on the current demands or sudden circumstances of the stand-alone senior high school. The school head acknowledged that there are really inevitable changes in educational context. Her supervisory roles might change or improve since she needed to prioritize some aspects depending on the current school needs and demands. In fact, she directly quoted:

*Based on the requirements and difficulties faced by a particular school community, school leaders may change their objectives. School administrators may improve their priorities and make sure they are in line with the school's general objectives and values by engaging in regular assessment, feedback, and reflection.*

Similarly, some of the teachers also disclosed that changes were inevitable, and these might affect the school heads' priorities:

*“External issues such as shifting educational regulations and societal expectations might complicate the role of the school principal even further.” – T2*

*“Educational policies are changing which affects school’s priorities.” – T3*

*“A school head has faced some of the uncontrollable challenges in school due to uncontrollable circumstances.” – T4*

The response above implied that the existing requirements and demands in the context of stand-alone senior high school stimulated her to change priorities, which in turn changed and improved her supervisory roles. With regular assessment, feedback, and reflection, she could modify current priorities to keep track with the school's general objectives and values. This result confirmed the Situational Leadership Theory of Blanchard and Hershey (1980), Contingency Theory of Fiedler (1964), and Behavioral Leadership Theory which all agreed that leaders' supervisory roles are dependent or contingent upon the school situation. Hence, leaders' priorities and objectives are shaped by existing requirements and difficulties in school organization.

### **Importance of Supervisory Skill Enhancement**

This pertains to the importance of enhancing the school head's supervisory skills through various activities for professional development. With this, the school head expressed:

*Enhancing the supervision skills of school leaders in public stand-alone senior high schools requires professional development. Common professional development opportunities that might help them become more proficient educational leaders include the following: SLAC sessions, online courses and webinars, coaching and mentoring, school improvement planning, workshops, attendance to various conferences and needs assessment.*

Correspondingly, the teachers also recognized the importance of enhancing the school head's supervisory roles by equipping themselves with knowledge from different activities as they expressed:

*“The school head makes sure of enhancing the supervisory skills like delegating tasks based on team members' strengths and skills.” – T1*

*“Various professional development options are available in our public stand-alone senior high schools to help our school heads improve their supervisory skills. These include leadership development programs, workshops on educational policy and regulations, and courses on effective instructional supervision.” – T2*

*“Professional development opportunities play a crucial role in enhancing the supervisory skills of school heads in public stand-alone senior high schools. These opportunities include workshops, seminars, and conferences that focus on leadership, communication, and problem-solving.” – T3*

*“Professional development opportunities are great avenue to enhance supervisory skill and it can be achieved by creating opportunities including workshops, seminars, and some conferences especially tailored to school leadership.” – T4*

*“School head could attend workshop that focus on leadership; participate in educational conferences; enroll in supervision training programs; join professional organizations; engage in mentorship programs; and collaborate with universities.” – T5*

*“Professional development opportunities for school heads in public stand-alone senior high schools are essential for enhancing their supervisory skills and keeping them informed about best practices in education.”—T6*

It can be noted from the responses that the school head recognized the importance of enhancing her supervisory skills by engaging in professional development. She could improve her performance in demonstrating her supervisory roles by participating in SLAC sessions; online courses and webinars; coaching and mentoring; school improvement planning; workshops; various conferences; and needs assessment. These activities could improve her supervisory skills as what has also stipulated in her OPCR which showed that she initiated the SLAC sessions; joined webinars, online courses, workshops, conferences; mentored and coached the teachers; and conducted strategic planning with needs analysis.

Similarly, Balyer and Özcan (2020) encouraged school heads to enhance their supervisory skills by learning how to supervise teachers to support school wide instructional improvement. They are also encouraged to recognize how their own position within the supervisory system influences the feedback they provide to teachers. Additionally, Sepuru and Mohlakwana (2020) revealed that some school heads who are new in the position or school perceived that they have lacked leadership and management experience in the areas of curriculum, human resources, school finance, stakeholder relations, and interpretation of legislation. Hence, the researchers concluded that appointed principals needed to be trained before they assumed their new positions. These findings communicated the need to enhance school heads' supervisory skills.

### **Influence of External Factors to School Head's Supervisory Roles**

This means that external factors like the school community can influence the principal's supervisory roles. To elaborate this, the school head expressed:

*As a school head that is successful in determining external factors demonstrates flexibility, smart thinking, and excellent communication. They must strike a balance between meeting the specific needs and expectations of their school community and adhering to external criteria. Effective leadership at stand-alone senior high schools also requires fostering favorable relationships with stakeholders, such as parents, the community, and elected officials.*

Additionally, the teachers also believed that external factors could really influence their school head's supervisory roles since they said:

*“The external factors like government policies and community expectations influenced the supervisory roles by always engaging to the activities of the local government like attending programs and other activities that strengthen the bonds between the school and other stakeholders.”—T1*

*External variables, particularly government policies and community expectations, have a substantial impact on our school heads' supervisory functions in stand-alone senior high schools. Government policies shape the broader educational framework within which the school functions, dictating curricular requirements, assessment techniques, and administrative procedures.—T2*

*“External factors such as government policies and community expectations play a crucial role in influencing the supervisory roles of school heads in stand-alone senior high schools.”—T3*

*Government policies have direct impact on the supervisory roles of our school head. Government education policies determine the curriculum, assessment method and educational standards that must be followed.*

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*school. Those policies shaped the priorities and goals of the school, which in turn influence the supervisory roles of the schoolhead.* –T4

*“External factors shaped the landscape within which public school heads operate. Successful supervision involves navigating influences to create effective and compliant educational environments.”* –T5

*“External factors, including government policies and community expectations, play a significant role in shaping the supervisory roles of schoolheads in stand-alone senior high schools. These factors can impact decision-making, resource allocation, and overall school management.”*  
–T6

The responses signified that external factors like school community and stakeholders impact school head's supervisory roles by making her flexible, smart, and an effective communicator. In dealing with parents, community, and elected officials, the school head learned to adjust and open her minds to various suggestions which made her flexible and smart. With constant partnerships, she also developed good communication skills. Moreover, the favorable relationships with the community enabled the school head to demonstrate effective leadership by striking a balance between meeting the specific needs and expectations of her school community and adhering to external criteria. Therefore, the external factors shaped the school head's supervisory roles which confirmed the Behavioral Leadership Theory. Apparently, this theory also believed that external conditions allowed a person to be flexible and adaptive to circumstances.

Correspondingly, the study of Ogada et al. (2023) discovered that stakeholder participation in the implementation of strategic plans had a positive and significant effect on the management of public secondary schools. School leaders are encouraged to demonstrate community engagements since stakeholder participation enhanced the transparency of the principal's decision-making process which could build trust and foster stronger relationships.

### **Impact of Supervisory Roles to Students' Academic Performance and Well-Being**

This means that the school head's supervisory roles can impact students' academic performance and well-being. The school head realized that students' academic performance and well-being are dependent on her supervisory roles based on her response below:

*The overall effect of these supervisory roles is shown in students' well-being, growth, and scholastic success. Good school leadership creates an environment where students can succeed both academically and personally by promoting a good and supportive learning environment. The supervisory roles of schoolheads have a substantial impact on the overall academic performance and well-being of students in public stand-alone senior high schools. School heads, as educational leaders, play a crucial role in shaping the school environment, influencing instructional practices, and fostering a positive culture.*

Conformably, the teachers also emphasized that the school head's supervisory roles could affect the students' academic performance and well-being:

*The impact of the school head has on the overall academic performance is a good implication that the school head is maintaining the atmosphere of solidarity and maintains the environment with positive vibes so the school will continue to prosper despite the challenges faced.* –T1

*Our school principal's supervisory activities have a significant impact on the overall academic achievement and well-being of students in public stand-alone senior high schools. Our school principal contributes to a high standard of*

*eachingthatdirectlyimpactsstudentlearningoutcomesby*

*providing rigorous instructional monitoring and a dedication to academic success.*—T2

*“The impact of school head’s leadership is evident in improved academic outcomes, increased student motivation, and overall holistic development of students in the school.”*—T3

*“It has a huge impact on the overall academic performance and well-being of the students in our school and even at home.”*—T4

*“Supervisory roles promote quality teaching, alignment of curriculum, and monitoring of students’ progress.”*—T5

*“The impact of the supervisory roles of a school head in public stand-alone senior high schools can be significant, influencing both the academic performance and overall well-being of students.”*—T6

Based on the responses, it can be concluded that school head’s supervisory roles could affect students’ academic performance and well-being. Through good supervision, the principal could create a supportive environment that fosters learning and development. This healthy environment also ignites instructional practices and positive culture for students to grow, perform excellently, and take care of their well-being.

This result is similar to the study of Falcón et al. (2019) which emphasized the importance of the socioeconomic and cultural school context as well as the principal’s leadership to students’ academic outcomes. The principal’s leadership is indeed crucial for acknowledgement of school results, most especially in students’ academic outcomes. Additionally, Ngole and Mkulu (2021) found out that school heads were the key instructional supervisors in schools. They also highlighted that effective supervision was a key factor for the academic performance in schools. Hence, the study recommended that school heads must focus on instructional supervision in schools because it is one of the roles that influenced students’ academic achievement positively.

## **5. CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS**

This section presents the summary and implications for theory, practice, and recommendations.

### **5. CONCLUSION**

The study comprehensively examined the diverse responsibilities of school heads in public stand-alone senior high schools, categorizing their supervisory roles into three main domains: instructional supervision, administrative management, and cultivation of positive school climate and culture. In the sphere of instructional supervision, school heads actively oversee and support the teaching and learning processes, utilizing strategies like classroom observations and data analysis to ensure the delivery of high-quality instruction. Simultaneously, they engage in administrative management, focusing on policy compliance, efficient day-to-day operations, and teacher adherence to school policies. The study emphasizes the pivotal role of school heads in fostering a positive school climate and culture, emphasizing the creation of a conducive learning environment, safety promotion, accountability, and open communication.

Furthermore, the research explores school heads’ interactions with the community through community engagement, involving collaboration with stakeholders, updating parents on school improvements, and seeking partnerships with external educational entities. External factors, such as evolving educational policies and unexpected circumstances, are recognized as influential factors in supervisory roles. The study underscores the importance of continuous skill enhancement, as evidenced in this section on the importance of supervisory skill enhancement, where school heads actively participate in professional development opportunities to strengthen their supervisory abilities. External factors, discussed in the influence of external factors to supervisory roles section, are highlighted for their substantial impact

onschoolheads'supervisoryfunctions,withgovernmentpoliciesidentifiedasdirectinfluencers.Ultimately,

the research underscores the instrumental role of supervisory functions in shaping students' academic performance, motivation, and overall well-being, emphasizing their impact on quality teaching, curriculum alignment, and student progress monitoring.

### **5.1 Implications for Theory**

This study affirmed the Situational Leadership Theory of Blanchard and Hershey (1980) which emphasizes that leaders' supervision depends upon the context or school situation. With this, leaders adopt different leadership styles or roles according to the situation and the development level of their team members. Moreover, this theory also proposed four situational leadership styles like telling and directing; selling and coaching; participating and supporting; and delegating. Likewise, the results of this study revealed that the school head's supervisory roles were based on the current needs of the school. Besides, her supervisory roles like instructional supervision, administrative management, cultivation of positive school climate and culture, and community engagement could be associated with the four styles like telling and directing; selling and coaching; participating and supporting; and delegating. These styles are needed by the school head to demonstrate her supervisory roles.

In addition, this study also agreed with the Contingency Theory of Fiedler (1964) which states that effective leadership is contingent upon the situation at hand. Leadership or supervision depends upon the organizational context. This theory further focuses on the circumstances surrounding a situation or challenges. Thus, leadership or supervision roles must address these challenges. Similarly, this study discovered some challenges that the school head faced in a stand-alone senior high school. In responding to these challenges, she performed supervisory roles with corresponding insights based on the school context.

Finally, this study proved the Behavioral Leadership Theory which argues that the success of leaders is based on their behavior rather than their natural attributes. Leaders' actions and behaviors are shaped based on how they respond to specific situations. External factors allow them to be flexible and adapt based on their circumstances. Correspondingly, the school head also shared that external factors like the school community influenced her supervisory roles. With collaboration, she became flexible, smart thinker, and effective communicator. These aspects improved her supervisory skills and roles.

### **5.2 Implications for Practice and Recommendations**

Based on the aforementioned findings of this study, the researchers presented the following implications for practice and recommendations.

School leaders are encouraged to enhance their supervisory skills by seeking professional development through school activities, trainings, seminars, and short-term courses. Given the various demands and challenges in a stand-alone senior high school, it is better for them to be competent, flexible, resourceful, and patient in dealing with the pressures. They could also create a strategic plan that contains clear steps and measures to address the challenges to be guided on what supervisory roles to take. Moreover, it is also important to be open-minded by recognizing the suggestions of the school personnel and stakeholders as well as the current needs of the school organization to improve supervision. Finally, they might consider the learning of some other supervisory roles to be responsive in various school demands.

Since the school head in a stand-alone senior high school encountered challenges like limited resources; curriculum demands and changes; teacher retention; community and parental involvement; and maintenance and improvement of infrastructures and facilities which intervened her supervisory roles, DepEd leaders might help the school head in addressing these challenges. They could assign senior high school focal persons to directly respond to the needs of stand-alone senior high school heads. It is also vital to provide them with sufficient budget and resources to carry out various school operations. Further, they could also capacitate senior high school heads by offering trainings, seminars, and workshops to enhance their supervisory skills.

Given the need to support the stand-alone senior high school, stakeholders might also be involved in school projects, programs, and activities. They could

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Assembly, Homeroom PTA Meetings, and any other school meetings that require their attendance. They are also encouraged to balance their school involvement between primary, junior high school, and senior high school as equally important school levels that need their participation. Additionally, they could help the school heads in overcoming the challenges by providing support, suggestions, and services.

Finally, the findings of this study might inspire future researchers to conduct a related study with more participants in a single case to comprehensively investigate their supervisory roles. Aside from this, they could also pursue multiple case studies by considering cases like school size, school head's gender, school location, and the likes to examine variations of supervisory roles in stand-alone senior high school based on these factors. They could also conduct case study by utilizing mixed method to enrich data sources.

## Consent

In conducting this study, the researchers employed research ethics like voluntary participation, informed consent, confidentiality, and minimum potential for harm. According to Bhandari (2021), voluntary participation means that participants are free to join or withdraw from the study at any point in time; informed consent is letting the participants know the purpose, benefits, risks, and funding behind the study before they agree or decline to join; confidentiality pertains to keeping the identity of the participants from everyone else; and minimum potential for harm means that physical, social, psychological, and all other types of harm are kept to an absolute minimum. These research ethics were applied by the researchers by explaining to the participants that they were free to participate or withdraw from the study without any pressure or coercion. They also provided them with the informed consent form to understand all the information they needed to decide whether they wanted to participate or not. Moreover, the researchers also kept the identity of the participants confidential and consider all the possible sources of harm to the participants to mitigate them.

## COMPETING INTERESTS

Author has declared that no competing interest exist.

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