
| RESEARCH ARTICLE

Challenges Experienced by the District and Division Supervisors on Reports and Accomplishments from the Schools

Darwin D. Bargo

Education Program Supervisor (EPS), Curriculum Implementation Division (CID), Schools Division Office (SDO) of Antipolo City, Philippines

Corresponding Author: Darwin D. Bargo **E-mail:** darwin.bargo@deped.gov.ph, darwinbargo.eduthoughtsph@gmail.com

| ABSTRACT

Challenges may be considered as one of the ingredients in the successful management and supervision of schools, reports, and accomplishments. Not to deny that the district and division supervisors are also experiencing these challenges even before the new normal. This study aims to investigate the challenges experienced by the district and division supervisors on the reports and accomplishments from the schools. This utilized phenomenology as a research design where data was gathered online and face-to-face from the 10 purposively sampled supervisors using a semi-structured interview guide. Results revealed that there were challenges experienced by them on the reports and accomplishments in terms of quality, efficiency, timeliness, and other factors. They have addressed these challenges considering the same parameters through constant consultations, focus group discussions, and learning action cell sessions. The implications to the strategic planning and direction of the supervisors in the Curriculum Implementation Division (CID) brought by these results are reflected together with conclusions and recommendations in the full paper.

| KEYWORDS

Challenges experienced, supervisors, reports, accomplishments

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1. Introduction

Challenges may be considered as one of the ingredients in the successful management and supervision of schools, reports and accomplishments. Not to deny that the district and division supervisors are also experiencing these challenges even before the new normal.

According to Ray (2018), along with overseeing the actual work product of people placed under their supervision, managers who take on supervisory roles often serve as mentors. Supervisors notice which employees excel at certain tasks and encourage them to pursue further education or give them more responsibilities. Supervisors also track poor performers and either help them improve or find replacements. Either way, supervisors face challenges in their day-to-day activities.

In the City Schools Division Office of Antipolo, the district and division supervisors are expected to receive reports and accomplishments from schools for appropriate actions and technical assistance provision. However, these reports and accomplishments may be the reasons that the supervisors are experiencing challenges specifically in terms of quality, efficiency and timeliness. To this end, it seems that the leadership and management skills of the school heads are needed to look into by the supervisors. Like Cáceres (2019) who had identified the leadership skills of principals and their relationship to the levels of accomplishment obtained by students in their schools. According to her, the strongest leadership skill among the principals across the three levels of school achievement was understanding, while the weakest skill was ambition. Further, she said that the ability to understand others should be complemented with factors like shared vision, motivation and management and administration of the school. This relates to the present study as the complete, on time and quality accomplishments and reports are the focus and needed to be scrutinized following the objectives of the study so that the challenges as experienced by the supervisors would be

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put into opportunities that will help the school level and district, as well as division level submissions of reports and accomplishments, become smoothly delivered.

From the time that face-to-face is still allowed in the submission of reports, supervisors have already experienced challenges along with the parameters mentioned already. Now that we are in the new normal, still, a lot of challenges have been the clamor of the supervisors and wondered why these are repeatedly experienced by the majority if not all of them. It is in this sense that research would be timely as this would help them make their plans and strategic actions especially in the new normal on how will they address the challenges. By this study, the supervisors could utilize the results as their baseline data in crafting their individual actions producing the expected better-quality reports and accomplishments from the schools not just in this new normal but in the future days and possible actions they may be thinking. The implications of the findings on the strategic planning and directions of the supervisors in the Curriculum Implementation Division (CID) will also be critically provided. Thus, this basic research is deemed necessary and timely.

Specifically, this research answers the following questions:

1. What are the challenges experienced by the district and division supervisors on the reports and accomplishments from the schools considering the following parameters:
 - 1.1. quality,
 - 1.2. efficiency,
 - 1.3. timelines, and
 - 1.4. other factors?
2. How do the district and division supervisors address these challenges considering the same parameters?
3. What are the implications of the findings on the strategic planning and directions of the supervisors in the Curriculum Implementation Division (CID)?

2. Literature Review

Congruent to the introduction, the succeeding related literature and studies had surely provided a wider idea and opportunity in realizing this research.

Babic, Gillis and Hansez (2020) investigated the mediating role of work-to-family conflict (WFC) and work-to-family enrichment (WFE) in the relationships between work environment (i.e. emotional load and workload as job demands; support and recognition from supervisors as job resources) and well-being (i.e. work engagement and burnout). The buffering effect of job resources in the job demands–WFC relationships were also tested. Findings revealed that workload and support were related to WFC, whereas only recognition was related to WFE. Both WFC and WFE were related to work engagement and burnout. The two job resources buffered the workload–WFC relationship. Managerial implications according to them include that supervisors can increase WFE by recognizing employees' efforts and reduce WFC by promoting a supportive work environment and reducing the workload. By doing so, supervisors increase work engagement and decrease burnout, thus enhancing workers' well-being. The role of supervisors is thus crucial in the emergence of workers' well-being.

Edamo and Netshitangani (2018) explored how the school community experienced the outcomes of leadership on the effectiveness of the school improvement program (SIP). Data were collected using interviews, focus group discussions, observation and documents, which included school plans, reports, minutes of meetings, memos, letters and the student's examination results were analyzed as they reflected issues related to the outcomes of the SIP on the school's effectiveness. Principals, teachers, students, supervisors, parent-teacher association members and SIP experts were interviewed. The findings indicate that in schools where there is a strong collaboration of the school community in the planning, decision-making, monitoring and evaluation processes, the improvement initiatives are owned by all in the school and the performance of the schools is enhanced. It is recommended that the roles of the principals be redirected, the number of supervisors be increased, diverse professional development opportunities for principals and teachers be created, the recruitment, appointment and retention of principals be reconsidered and mechanisms to check school plans and performance reports be created.

Pitney, Weuve, and Mazerolle (2016) mentioned that workplace bullying (WPB) has recently received much attention in society. They determined the prevalence of WPB in the secondary school setting and explored the factors related to it using a mixed-methods study. The study revealed that lack of administrator support and discrimination were antecedents of bullying. Stress, depression, and sleep disturbances were reported consequences. Participants coped with bullying by avoidance and role refocusing. Bullying was experienced by a small percentage of athletic trainers in the secondary school setting, a contrast to the findings in the collegiate practice setting.

Allred, Maxwell and Skrla (2017) conducted a naturalistic study of seven female superintendents including leaders in large and small rural districts, illuminated perceptions and experiences of female school leadership through portraiture and lent insight into common themes of aspiration and motivation.

In the study of Shaikh (2018), the purpose was to understand the circumstances that paved the way for Sindh Madrassatul Islam's (SMI) sustenance and transformation in the character of the institution; to highlight the challenges faced by Percy Hide, the new head of SMI; and to review his achievements in laying the foundation of a progressive enriched institution. Findings revealed that Percy Hide faced numerous challenges, including objections from the orthodox religious bodies regarding the changes in the character of SMI that he was bringing in, but he successfully consolidated the institutional base of SMI as a modern Muslim educational institution of that time.

Cohen-Azaria and Zamir (2018) examined the perceptions of school principals of the evaluator's role and to learn about their requirements of school evaluators. The qualitative paradigm of data collection and analysis was used and this paradigm provides a profound a description of the phenomenon in the context in which it takes place, based on the respondents' perceptions and how they interpret their experiences. In the course of the study, the authors used semi-structured in-depth interviews. Findings indicated that principals had regarded the role of the school evaluator mainly as that of an expert, a managerial partner and an implementer of a school evaluation culture. Implications of the results of the study revealed that the "school evaluator" and the principals bear the complex task of evaluation on their shoulders, and their success in fulfilling it depends on their insights about how to delineate and implement the evaluator's role.

The paper of Zamir (2019) aimed to present the school evaluator's complex conduct to achieve a better understanding of his or her functioning. Findings revealed that the two critical dimensions connected to the purpose of this paper are introduced here: the school evaluators' credibility and the school principal's leadership style. Hence, the polymeric model displays four frames as follows: false evaluation, confusing evaluation, unreliable evaluation and trustworthy evaluation. Practical implications of this paper is that the increased responsibility that has been placed on schools and the demand for accountability, as well as transparency, have obligated schools to broaden and deepen the internal evaluation activities and those have led to the position of the school evaluator. Evaluative culture in an organization requires deliberate efforts by the leadership to encourage the credible evaluators, to support their skillful and reliable work, and finally, to implement their conclusions even though management may find them tedious and time-consuming. School management that is driven by dishonest motivations (such as gaining power and control) may not only deprive the school of effective evaluation but may also harm the infrastructure of the institution and lead to its decline.

Nasreen and Odhiambo (2018) explored the current practices of Continuing Professional Development (CPD) and the obstacles that they have to face in the pursuit of CPD. Both qualitative and quantitative approaches were utilized through questionnaires and semi-structured interviews with 30 randomly selected secondary school principals. The findings identify the areas for improvement in terms of design related to content and process. The data revealed that the principals were not satisfied with the current CPD opportunities and the content of the training programs. In addition, the principals reported a number of constraints that they encountered in their pursuit of CPD, relating to time, finance and workload. This research provides distinctive findings that can inform the development of CPD programs for school principals in order to improve the quality of their leadership keeping in mind both the old problems and the new realities faced by the school leaders. This research work can also equip the school leadership with the most recent data, thus enabling them to understand and consider the current situation when making decisions for the future. In recent years, the position of the school principal has become a multi-layered responsibility and this study may provide an insight into the dynamics of school principals' continuous professional development in a period of educational transformation and reform.

Hunter and Clarke (2018) tackled some interrelated issues rarely discussed in the education law literature by examining three superior court cases in Western Canada about the leadership of school administrators in classroom assessment-related matters. One case dealt with principals' responsibilities in evaluating teachers' assessment practices, the second addressed administrators' obligations in the supervision of teachers in the application of grading policy, and the third discussed the ethical line between the actions of a school principal as a professional leader and as a parent when assigning student marks.

Onele and Aja-Okorie (2016) examined the issue of instructional supervision in primary schools to find out the problems militating against effective instructional supervision. The findings revealed that inadequate personnel, poor funding, poor transportation network and inadequate materials are the problems hindering the effective supervision of institutions. The paper recommended that among others the government should recruit more qualified personnel into the supervisory unit in different education boards or ministries.

Asmendri, Masidin, Rusdinal and Mukhaiyar (2018) analyzed teachers' perception toward managerial competence of the madrasah principals in the aspects of the madrasah activities planning, organizing, leadership, actuating, and controlling. It was found that in the madrasah activities planning was 82.11%; activities organizing was 79.50%; activities leading was 79.92%; activities actuating was 78.53%, and activities controlling was 81 %. In general, the competence of the madrasah principals of MAN in Tanah Datar was good in all aspects.

Yang, Shen, Zhu, Liu, Deng et al. (2016) examined the effects of co-worker and supervisor support on job stress and presenteeism in an aging workforce. Structural equation modeling was used to evaluate data from the 2010 wave of the Health and Retirement Survey in the United States. The level of presenteeism was low and the level of job stress was moderate among aging US workers. SEM revealed that co-worker support and supervisor support were strongly correlated (Job stress had a significant direct positive effect on presenteeism. Co-worker support had a significant direct negative effect on job stress and presenteeism. Supervisor support had a significant direct negative effect on job stress but not presenteeism. The findings suggest that presenteeism is reduced by increased respect and concern for employee stress at the workplace, by necessary support at work from colleagues and employers, and by the presence of comfortable interpersonal relationships among colleagues and between employers and employees.

Stefancic, House, Bochicchio, Harney-Delehanty, Osterweil et al. (2019). Stated that "Shared experience" has been described as a key element of peer-delivered services, but it is not well-understood how it is used in practice, particularly among peer specialists working in more conventional mental health agencies. In-depth qualitative interviews were conducted with eight peer specialists and two supervisors working in a Peer Wellness Program within a Housing First agency to explore peer specialists' approach to service delivery, with a focus on the role of shared experience. Peer specialists rarely reported explicitly sharing experiences related to mental health with clients, but described how it was nevertheless ever-present through the unique ways it shaped features of their practice (e.g., empathy, patience, consistency, listening, unstructured time, and a client-centered approach). In contrast, explicit discussion of shared experiences related to other life domains, such as culture, physical health, and significant life events, were frequently relied upon to support and build rapport with clients.

Jiang, Gu, and Thomas (2019) explored the dark side of leadership, treats creative self-efficacy as a mediator, and frames supervisor bullying and employee creativity in the context of social cognition and social comparison. They theorize that with a high social comparison orientation, the combination of high supervisory abuse toward themselves (own abusive supervision) and low supervisory abuse toward other team members (peer abusive supervision) leads to a double whammy effect: When employees are "singled out" for abuse, these victims suffer from not only low creative self-efficacy due to supervisory abuse but also low supervisory creativity ratings. The significant three-way interaction effect reveals that when social comparison orientation is high and peer abusive supervision is low (Time 1), own abusive supervision (Time 1) creates the strongest negative impact on creative self-efficacy (Time 2), which is significantly related to supervisory low creativity rating (Time 2). Our discoveries of egregious bullying offer provocative theoretical, empirical, and practical implications to the fields of leadership, abusive supervision, creativity, and business ethics.

Hana and Umphress (2019) mentioned that under some circumstances, individuals are willing to engage in unethical behaviors that benefit another entity. In their research, they advance the unethical pro-organizational behavior construct by showing that individuals also have the potential to behave unethically to benefit their supervisors. Previous research has not examined if employees engage in unethical acts to benefit an entity that is separate from oneself and if they will conduct these acts to benefit a supervisor. Their research helps to address these gaps. They also demonstrated that unethical behavior to benefit a supervisor, what they term unethical pro-supervisor behavior, is more likely to occur if individuals are more (versus less) identified with their organization or supervisor. That is, feeling a sense of oneness with one's organization or supervisor can result in employees engaging in unethical behavior to help their supervisor. Further, this positive relationship is weakened if the employee possesses higher levels of moral identity.

Fuertes, Alfaro, Vargas, Gutierrez and Ternero et al. (2020) reviewed the literature of the main concepts that lead to determining the strategic approach, creation of strategies, organizational structures, strategy formulation, and strategic evaluation as a guide for the organizational management, taking into account the effects produced by the different types of strategies on the performance of organizations. In their article, the systemic literature review method was used to synthesize the result of multiple investigations and scientific literature. The process of reading and analysis of the literature was carried out through digital search engines with keywords in areas related to strategic management. It revealed the lack of scientific literature containing important theoretical concepts that serve the strategists as a guide in the creation, formulation, and evaluation of strategies. Their review contributed to the existing literature by examining the impact of strategic management on organizational performance.

In Dinise-Halter (2017) qualitative case study provided a description of four student affairs professionals' transition from graduate school to their first positions. The study used a traditional data collection method through interviews and a non-traditional method through photojournals. Photojournals are a form of a photoelicitation method where participants captured photos of their own experiences and explained these photos through the written word. Through the lens of challenge and support, findings from this study captured seven themes for new professionals: mentorship, resources, stability, pushed outside the comfort zone, advocate, fostering growth, and surrounding support systems. The paper concludes with implications and recommendations for new professionals, their supervisors and colleagues, and graduate program faculty.

The pieces of literature and studies cited have widened the ideas of the researcher and this will be used in the discussion of the results where these could support or negate the possible results of this study.

3. Methodology

This study was conducted in the City Schools Division Office of Antipolo. The data included in this study was from January 2020 to June 2020, this is where the mid-year performance span of the district and division instructional leaders fall, and that reports and accomplishments from the schools were surely provided and considered the normal face to face time and the new normal situation where no face-to-face submissions or interactions allowed. This also assured that the data needed basing on the research questions are sufficient and completely be gathered already. This study used phenomenology as a research design for it gathers the personal experience of the instructional leaders. This is also descriptive – qualitative research in nature for the data was described qualitatively and implications were interpreted carefully through discussions supported by the exhausted literature and actual experience of the participants.

3.1 Sampling

From the exhausted literature, it says that phenomenology assesses 3-10 people. If you reach saturation prior to assessing ten people you may use fewer. In this study, a total of 10 district and division supervisors (that is 5 district and 5 division supervisors) comprising 50 percent of the supervisors in the city schools division were purposively sampled and considered as the participants. The researcher believes that the data needed were saturated and gathered already by this number of participants. Purposive sampling was used because only those who allowed themselves to be the participants in the study were considered considering the proper research protocols.

3.2 Data Collection

A semi-structured interview guide was used based on the 2 statements of the problem, while scheduled online and face-to-face interviews were the other approaches used. Documents available were counterchecked as evidence and proving if the participants answered and shared experiences were all valid. Given the new normal situation, health protocols shall be observed by the researcher in data collection.

3.3 Data Analysis

In this study, the data were treated using the following tools: qualitative analysis was used for research question 1, while transcription and coding by themes were utilized for question number 2. The implications were drawn based on the transcribed and coded themes.

3.4 Ethical Issues

The researcher considered ethical issues and protocols in the conduct of this study considering information that needs to be treated with confidentiality in accordance with the data privacy law of the Philippines. When and if permitted and necessary, with the consent of the participants of the study, pictures and short videos were taken during the conduct of the study for the purpose of documentation. In general, the protocol includes information such as purpose and description of the study, confidentiality, right to refuse, and right to ask questions while in the process of conducting the study.

4. Results and Discussion

4.1 The Challenges Experienced by the District and Division Supervisors on the Reports and Accomplishments from the Schools

4.1.1 Quality

The participants have shared the challenges they have experienced as supervisors on the reports and accomplishments from the schools. In terms of quality, these are presented in the grid below.

<i>-lacks depth and elaboration</i>
<i>-some have almost same content</i>
<i>-not all necessary data are presented</i>
<i>For compliance, no quality</i>
<i>Rushed</i>
<i>Some school reports the data given and statements are not verified carefully. Some are not accurate, factual and reliable</i>
<i>Some are not signed by the authority</i>
<i>>Canteen reports – incomplete – can't follow directions and template</i>
<i>>Test results – no analysis and interpretations, just gave the numbers</i>
<i>Data in terms of veracity - ok</i>
<i>The submitted reports sometimes do not bear the signature of the concerned teacher or personnel. There is also minimal error in terms of the grammar and correct usage of words.</i>
<i>Most of the accomplishment do not speak for the quality. It is because, most of the reports that is gathered from the students especially grades are not consistent. The standard of grading system is very democratic...mostly, it measures the character of the students not totally the academic performance</i>
<i>When it come to quality, some reports had a discrepancy in terms of figures especially the reading assessment reports on Pre and Post Assessment Reading results.</i>
<i>No problem because P4</i>

The above experience reflects that the supervisors found out that the reports and accomplishments submitted considering its quality still lack depth and elaboration which obviously similar contents and that significant data are missed out – for instance in the submission of test results, numbers are just presented, there were no analysis and interpretation. These were submitted for compliance without considering quality as these were prepared in a rush. The data seemed not verified, accurate, factual, and reliable, though these are not true to all participants. There were cases that the report is incomplete because of not following directions. On the technical aspect, some reports do not have the signature of the concerned personnel that would attest to the authenticity of the reports or accomplishments. The supervisors also noticed minimal grammatical errors. There was also inconsistency of reports when data come from the students. This leads to a discrepancy of the quality accomplishments because it also considers character and not purely academic performance. Similarly, figures on reading assessment results were not accurate.

Since this category emphasizes the content of the document prepared, this implies that the challenges experienced in terms of quality were due to some factors like skills and competencies of the one who prepared the reports or accomplishments and the kind or type of data they also have gathered from the concerned individuals.

This seems to be related to Nasreen and Odhiambo's (2018) findings identify the areas for improvement and for school principals in order to improve the quality of their leadership keeping in mind both the old problems and the new realities faced by the school leaders.

4.1.2 Efficiency

The participants have shared the challenges they have experienced as supervisors on the reports and accomplishments from the schools. In terms of efficiency, these are presented in the grid below.

<i>-only few were able to provide/come up with outputs based on reports submitted</i>
<i>Incomplete</i>
<i>"naku po!..."</i>
<i>With remarks but understand the situations para gumaan ang feeling</i>
<i>The data collection, analysis and interpretation of the data are not accurate</i>
<i>>not hundred percent retrieval and consolidation – not unless you impose directives or reminder because for submission to RO, CO etc..</i>
<i>All are submitting reports to comply.</i>
<i>Efficiency is not totally 100% efficient.</i>
<i>There are times the efficiency suffered due to incorrect reports and interpretations.</i>
<i>No problem because P4</i>

In this category, the focus is on the number of documents submitted as reports or accomplishments. The data reveals that the supervisors didn't experience total or complete reports and accomplishments or outputs. Some of them have remarked as if stressed by the term "naku po!" but they still understand the situation so that it will not be a total burden on their part. They still mentioned the inaccuracy of data. On the retrieval and consolidation, they were challenged as to the percentage of reports and accomplishments not unless they have to strongly give reminders and directives as it is also needed for submission to the higher offices. Causes of inefficiency are said to be incorrect reports and interpretations.

This implies that the major challenge as to efficiency on the reports and accomplishments is the accuracy, analysis and interpretation of the same. This might mean that those who are preparing the said documents are not that serious in preparing the same but they are doing it for compliance. Also, this reflects on the instructions coming from their immediate higher offices. In other words, the clearness of the directives or instructions should be emphasized so that efficiency in the preparation of the documents will not be compromised.

This relates to Hunter and Clarke (2018) on issues like the actions of a school principal as a professional leader.

4.1.3 Timeliness

The participants have shared the challenges they have experienced as supervisors on the reports and accomplishments from the schools. In terms of timeliness, these are presented in the grid below.

<i>-not all reports are submitted on time</i>
<i>Delayed due to communications</i>
<i>75 % submitted report on time</i>
<i>>Late to the point explain to the higher office to provide extension or due date. Reasons – far flung means of communication, data can't be accessed due to pandemic</i>
<i>Delayed submission because of connectivity on areas with low communication</i>
<i>There are schools that can submit on time or in advance. Some need to follow up when the deadline is met.</i>
<i>It is not consistent. Too many reports sometimes are the cause of delay. It is not because teachers, staff and school heads are lazy, it is because, too much report can't afford to do on time</i>
<i>Given the deadlines not 100% of schools met the set deadline or due date. Urgency sometimes are overlooked maybe because of the voluminous report needed to submit. Even at the time I started as Division Coordinator (Year End Accomplishments Report)</i>
<i>Some do not submit on time</i>
<i>Late but see to it that they have submitted</i>
<i>With tracer of submitted reports</i>
<i>Due to not reading memo</i>

This category is focused on the time as to the submission of reports and accomplishments. The data shows that not all reports are submitted on time as there were delays due to means of communications, connectivity issues and the like. From the data, they have mentioned the percentage of the reports that only ranged from 75% to 99%, meaning they did not reach up to 100% considering the deadlines. Extension of due dates is usually requested due to some reasons like the means of communication to the far-flung areas and the issues or health protocols due to pandemic times. Inconsistency on the time of submissions was experienced or observed and this may lead to the cause of delay because of the voluminous reports that need to be prepared and submitted by the concerned individuals. Though there are schools that submit in advance or on time, there are others that cannot where it needs for a follow-up. Others are not reading the memo specifically on the deadlines, although they might just overlook them because of the number of reports for submission.

This implies that considering the timeliness on the submission of reports and accomplishments from the schools, due dates are often not followed because of some causes like the number of documents to be prepared and submitted with limited human resources and tasks were given to the same person repeatedly. Further, this calls for re-defining and evenly distributing tasks in schools. The clearness of the memo and the time allotment for the preparation of the documents that may complete the reports and accomplishments should also be given emphasis or attention.

4.1.4 Other Factors

The participants have shared the challenges they have experienced as supervisors on the reports and accomplishments from the schools. In terms of other factors, these are presented in the grid below.

<i>-skill of the assigned teacher in making reports</i>
<i>Wala kang magawa kasi minsan uncontrollable – hintay ng hintay</i> <i>Kaka stress but you have to understand</i>
<i>Attitude of school heads and teachers</i> <i>Power tripping</i> <i>SHs who are not concerned on the purpose</i> <i>procrastinate</i>
<i>Availability of personnel to do the reports assigned for them</i> <i>Data are not yet available for completion</i> <i>Problems on connectivity in this pandemic time</i>
<i>Unexpected meetings, misplace and therefore repeated report.</i>
<i>We need to have more follow up on the submission of accomplishment reports or needed report,</i>
<i>Sent to records – delayed receipt at PSDS Office</i>

Of the several challenges that the participants have experienced, these are other factors that seemed to be contributory relative to the reports and accomplishments from the schools. Human resources and their skills as to the preparation of the documents were found to be challenging similar to the uncontrollable issues like connectivity that sometimes causes stress as the participants said. There were also seemed power tripping and procrastination on the part of the teachers or those concerns in the preparation and submission of the documents. In addition, because of unexpected meetings and overlapping schedules, repeated reports or sometimes misplaced were experienced even if there were follow-ups. Lastly, there seemed to be a problem that makes it challenging with regards to the process flow of submissions since offices are located in separate buildings and locations that lead to delays on the receipt of the concerned supervisors or persons.

This implies that there are other factors that are part of the challenges experienced by the supervisor-participants.

4.2 How District and Division Supervisors Addressed the Challenges

4.2.1 Quality

The participants have addressed the challenges they have experienced as to the quality of the reports and accomplishments from the schools. These are reflected on the following grid.

<i>-give instructions to the field</i> <i>-provide TA</i>
<i>Understand causes</i>
<i>Provide clear information</i> <i>Manage stress quickly while remaining alert and calm.</i> <i>Accurately read and interpret verbal and nonverbal communication.</i> <i>Control emotions and behavior.</i>
<i>Provide TA others follow but not 100% until now</i>
<i>Call the attention of the schools concerned and validate the reports. Proof read it before submitting</i>
<i>It is very difficult to achieve 100% quality, but constant communication and setting rules that will favor to all considering every context of the schools and measurement will somehow make it close to 100% quality.</i>
<i>SHs should look into the accuracy and correctness of the report before affixing their signature. Reports are sometimes assigned to focal person in a particular subjects or task.</i>

It can be gleaned from the grid that provision of clear instruction and appropriate technical assistance are significant factors they have done to address the challenges in terms of quality of expected work. Although perfection on the quality is hard to achieve, constant communication, awareness of the rules to observe, and the observance of context, would be of help on this issue as they said. They were able to manage their stress and emotions as they understand the causes of the challenges they have experienced. In addition to that, when interviewed, they made mentioned that these were done by them through constant consultations, FGD, and LAC sessions.

This signifies that provisions of instructions and technical assistance are the most important factor in the expected quality of the reports and accomplishments. It should always be coupled with patience and this seems to mean whatever inputs given would result in the kind of output to be produced. Consultations, FGDs, and LAC sessions are useful in this case.

This can also be associated with the claims of Ray (2018) that managers who take on supervisory roles often serve as mentors. Likewise, Edamo and Netshitangani (2018) whose findings indicate that in schools where there is a strong collaboration of the

school community in the planning, decision-making, monitoring, and evaluation processes, the improvement initiatives are owned by all in the school and the performance of the schools is enhanced. This is in connection with the quality reports and accomplishments as the focus of the present study.

4.2.2 Efficiency

The participants have addressed the challenges they have experienced as to the efficiency of the reports and accomplishments from the schools. These are reflected on the following grid.

<i>-provide TA</i>
<i>Understand causes</i>
<i>Provide clear information</i> <i>Manage stress quickly while remaining alert and calm.</i> <i>Accurately read and interpret verbal and nonverbal communication.</i> <i>Control emotions and behavior.</i>
<i>Get based from the previous data</i>
<i>Maintain</i>
<i>The same will do, constant communication and setting rules that will favor to all considering every context of the schools and measurement will somehow make it close to 100% efficiency.</i>
<i>Like as I have said, Principals or School Heads should double checked or maybe She or He should also assigned trusted person or competent personnel to check the veracity/ validity/correctness and accuracy of the content of report (following the correct format/template)</i>

It is reflected in the grid that the provision of clear information and technical assistance, constant communication, awareness of the rules to observe, and the observance of context, are helpful in addressing the challenges experienced as to the efficiency on reports and accomplishments from the schools. This also needs long patience, managing stress, and controlling emotions or behavior on the part of the supervisors. Trusted and competent personnel is suggested to the school head to make sure that the content and efficiency of the reports will not be compromised. Again, when interviewed, they made mentioned that these were done by them through constant consultations, FGD, and LAC sessions.

This signifies that since consultations, FGD, and LAC sessions were the activity conducted in addressing challenges experienced considering the efficiency of reports and accomplishments from schools, the TA, instruction, and other related approaches were surely delivered.

The result relates to Babic et al. (2020) on the relationships between work environment (i.e. emotional load and workload as job demands; support and recognition from supervisors as job resources) and well-being (i.e. work engagement and burnout) as discussed in the literature of this study. In the study of Pitney et al. (2016), lack of administrator support and discrimination were antecedents of bullying. So to avoid this and make sure of the reports and accomplishments’ efficiency, support and managing stress are deemed necessary.

4.2.3 Timeliness

The participants have addressed the challenges they have experienced as to the timeliness of the reports and accomplishments from the schools. These are reflected on the following grid.

<i>-give specific deadlines/timelines</i>
<i>Understand causes</i>
<i>Always remind them the due date of the report</i> <i>Constant reminders on the platform like calls pm and sms</i> <i>Call text follow up constantly</i> <i>Face-to-face if needed</i>
<i>Follow up the school and reminding them to submit on or before the deadline as much as possible</i>
<i>The same will do, constant communication and setting rules that will favor to all considering every context of the schools and measurement will somehow make it on time.</i>
<i>Needed reports especially the Year End Report/Accomplishment Report are usually repetitive, so do it earlier or have a ready compilation by quarters.</i>
<i>Called the attention of OIC, reminders</i> <i>Aware that there is tracer</i>

There must always be specific due dates and even platforms or means to address all the challenges in terms of timeliness. Also, understanding the causes of these challenges was emphasized by the participants. The participants even solved it face-to-face if

necessary. Similar to the other categories, constant communication, awareness of the rules to observe, and the observance of context, were helpful. They were able to mention that reports are usually repetitive so compilation and readily available files should be made.

This signifies that the challenges on timeliness were addressed and can be solved by constant reminders or follow-up through consultations.

In this sense also, it seems to be associated with what Shaikh (2018) claims on understanding the circumstances. The same with Cohen-Azaria and Zamir (2018) findings that principals had regarded the role of the school evaluator mainly as that of an expert, a managerial partner, and an implementer of a school evaluation culture. Therefore, in terms of timeliness, the principal has something to do in providing solutions to address the experienced issues.

4.2.4 Other Factors

The participants have addressed the challenges they have experienced as to the other factors of the reports and accomplishments from the schools. These are reflected on the following grid.

<i>-give specific deadlines/timelines</i>
<i>Understand causes</i>
<i>Calls and positive words of encouragements</i>
<i>Explain consequences one's not complied</i>
<i>Understand causes</i>
<i>Have always alternative plan and ready / available data at all times</i>
<i>To address these, I think it would be better if supervisors are given a chance to decide solely in all of the matters related to school operation and management based on their area/district.</i>
<i>ISP – online submission asked hard copy for EPS</i>
<i>Advised to directly submit to persons concern</i>

Similar to the previous categories, there must always be specific due dates and even platforms or means to address all the challenges in terms of timeliness. Understanding the causes of these challenges and giving positive words of encouragement were also observed by the participants. Letting the persons involved be aware of the consequences of non-compliance of the reports as well as provision of alternative plans were practiced. Also, online submissions and hard copy or direct submission to the person concerned were also the ways to address some issues. In the interviews with the participants, consultations, FGD and LAC sessions were activity conducted in addressing challenges experienced considering the other factors of reports and accomplishments from schools, It can also be noted, however, that a suggestion on the decision-maker as to learning area or district be solely the supervisors.

This signifies that in addressing challenges experienced considering the other factors of reports and accomplishments from schools, consultations, FGD and LAC sessions were still the activities done.

In Allred et al. (2017), it can be said that common themes of aspiration and motivation are expected to be instilled in the minds of the teachers from their school leaders. The paper of Zamir (2019) practical implications states that the increased responsibility that has been placed on schools and the demand for accountability, as well as transparency, have obligated schools to broaden and deepen the internal evaluation activities and those have led to the position of the school evaluator.

4.3 The Implications of the Findings on the Strategic Planning and Direction of the Supervisors in the Curriculum Implementation Division (CID)

The participants have shared implications of the challenges experienced to the strategic planning and direction of the supervisors in the CID as reflected in the grid below.

<i>-coming up with a strategic plan is not easy because of inaccurate/incomplete data from reports</i>
<i>-some reports submitted lead to different areas of concerns</i>
<i>Variables are uncontrollable</i>
<i>Proper representation to LGU</i>
<i>CID must have linkages, strengthen them in coordination with socmov</i>
<i>Classify instruction/ put into memo and make it formal just like templates</i>
<i>Reports – merging of issues, iwasan duplication to lessen works on job descriptions</i>

<p><i>Protocols and flow charts should be intensified with clear descriptions</i> <i>Duplicated requirements and reports should be simplified</i> <i>Clear job descriptions</i></p>
<p><i>Maybe it requires personal discipline and commitment and sacrifice to their work.</i> <i>It is also inability to track progress in consolidating the reports.</i></p>
<p><i>Delayed reports and other concerns can be the basis for strategic planning</i></p>
<p><i>Delayed planning – data</i> <i>Domino effect to CID as a whole</i></p>
<p><i>Thorough analysis of the results of the data or reports being submitted and action steps are necessary to address those gaps if ever. Continues providing TA for better / improvement of the school itself.</i></p>
<p><i>These challenges are always there, every time we accomplish these challenges, there is another will arise. I think making sole decision for every supervisor in his area/district will help</i></p>
<p><i>The following are the suggested strategy that would make the planning and directions of CID</i> <i>1. Maybe lessen the numbers of report to be submitted (Only the important one)</i> <i>2. Proper Scheduling of Report to be submitted so that they may have enough time in terms of preparation.</i> <i>Those challenges mentioned above will hamper the performance of the CID in terms of quality, efficiency and timeliness.</i></p>
<p><i>If delayed – CID accomplishment reports will also be delayed</i> <i>Affected because of the INC data like submission of modules</i> <i>Templates – cause of misinterpretations</i></p>

From the raw data, it can be inferred that generally, these challenges experienced by the supervisors on reports and accomplishments from the schools may bring the following implications:

1. Clear areas and concerns of the reports or accomplishments may be communicated to the field to minimize inaccuracy of data and attain completeness of the same. This may include but is not limited to time allotment on the preparation and submission.
2. Linkages shall also be secured by the supervisors in the CID in cooperation or assistance with the Social Mobilization Section and partnership with LGUs so that accomplishments of the schools will be sustained and be fully supported
3. Flow charts with clear descriptions, persons involve, and well-defined job descriptions to simplify and avoid duplicated reports or accomplishments are to be intensified
4. Commitment and work dedication should be part of CID culture
5. There is a need for continuous provision of quality and high caliber technical assistance (TA)
6. The chance to decide, manage and implement projects in learning area or district is also expected

5. Conclusions

The following are the conclusions of the study based on its findings:

1. There were challenges experienced by the district and division supervisors on the reports and accomplishments from the schools. These challenges fall under the categories of quality, efficiency, timeliness, and other factors.
 - a. The challenges experienced in terms of quality were due to some factors like skills and competencies of the one who prepared the reports or accomplishments and the kind or type of data they also have gathered from the concerned individuals.
 - b. The major challenge as to efficiency on the reports and accomplishments is the accuracy, analysis, and interpretation of the same. This also means that those who are preparing the said documents are not that serious in preparing the same but they are doing it for compliance. Also, this reflects on the instructions coming from their immediate higher offices. In other words, the clearness of the directives or instructions should be emphasized so that efficiency in the preparation of the documents will not be compromised.
 - c. Considering the timeliness of the submission of reports and accomplishments from the schools, due dates are often not followed because of some causes like the number of documents to be prepared and submitted with limited human resources and tasks were given to the same person repeatedly. Further, this calls for re-defining and evenly distributing tasks in schools. The clearness of the memo and the time allotment for the preparation of the documents that may complete the reports and accomplishments should also be given emphasis or attention.
 - d. There are other factors that are part of the challenges experienced by the supervisor-participants. This included human aspects, internet connectivity, conflicting or overlapping of activities, and process flow.

2. The district and division supervisors have addressed these challenges considering the same parameters through constant consultations, focus group discussions, and learning action cell sessions.
 - a. When it comes to quality, provisions of instructions and technical assistance are the most important factor in the expected quality of the reports and accomplishments. It should always be coupled with patience and this means that whatever inputs given would result in the kind of output to be produced. Consultations, FGDs, and LAC sessions are useful in this case.
 - b. As to efficiency, since consultations, FGD, and LAC sessions were the activity conducted, the technical assistance (TA), instruction, and other related approaches were surely delivered.
 - c. Timeliness was addressed and solved by constant reminders or follow-up through consultations.
 - d. For the other factors, still consultations, FGD and LAC sessions were the activities done.
3. The implications of the findings on the strategic planning and direction of the supervisors in the Curriculum Implementation Division (CID) fall under the following issues: *communication and time* - clear areas and concerns of the reports or accomplishments may be communicated to the field to minimize inaccuracy of data and attain completeness of the same. This may include but is not limited to time allotment on the preparation and submission; *linkages and partnerships* - linkages shall also be secured by the supervisors in the CID in cooperation or assistance with the Social Mobilization Section and partnership with LGUs so that accomplishments of the schools will be sustained and be fully supported; *process flow* - flow charts with clear descriptions, persons involved, and well-defined job descriptions to simplify and avoid duplicated reports or accomplishments are to be intensified; *love for work* - commitment and work dedication should be part of CID culture; *quality service* - There is a need for continuous provision of quality and high caliber technical assistance (TA); and *empowerment* - the chance to decide, manage and implement projects in learning area or district is also expected.

Recommendations

Based from the conclusions drawn from the findings of the study, the following are the recommendations:

1. Terms of reference and clear directions should always be emphasized from the preparation up to the time of submission of the reports and accomplishments. A *training program* that contains topics such as skills and competency enhancement of those who are preparing reports and accomplishments, as well as data preparation, management and analysis.
2. Sustained consultations, focus group discussions (FGDs), and learning action cell (LAC) sessions should be done coupled with progress monitoring and evaluation so that patterns of continuous improvement will be observed and be given appropriate actions.
3. Include the issues reflected on the implications drawn from this study in the activity like strategic planning and direction of the supervisors in the Curriculum Implementation Division (CID).
4. Similar study may be conducted using other variables not mentioned in this study.

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ORCID iD (if any): <https://orcid.org/0000-0002-4493-0870>

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