



EDUCATIONAL PHILOSOPHIES OF SECONDARY SCHOOL ADMINISTRATORS OF SELECTED PRIVATE AND PUBLIC SECONDARY SCHOOLS OF THE DIVISION OF NUEVA VIZCAYA: ITS INFLUENCES ON THEIR ACADEMIC SUPERVISORY PRACTICES

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One of the interesting questions that seek immediate answer is: What is effective teaching, and how can teacher supervisors inspire and support it? Traditionally, effective teaching was defined in terms of a behaviorist model. Recently, constructivist theory has resulted in new directions and definitions of effective teaching that have overarching impact on the ways in which instruction is planned, delivered, and assessed. While a great deal has been researched, learned, and written about constructivist practice (Bereiter & Scardamalia, 1985; Bransford & Vie, 1989; Bruer, 1993, Anderson, 1995, Perkins, 1995), questions remain related to the best ways to support teachers in their implementation of constructivist processes in classrooms. There is a generalized sense of dissatisfaction and doubt among teachers and supervisors alike regarding the effectiveness of teacher supervision (Blumberg, 1980; Garman, 1982; Clark, 1998; Glantz & Neville, 1997). As it is currently practiced, the supervisory process is not widely perceived by teachers as helpful in improving their classroom practices or the conditions of learning for students (Glickman & Bey, 1990; Gordon, 1997). It is difficult, if not impossible, to find empirical evidence to demonstrate that past supervisory practices have been effective in producing meaningful changes in any aspect of teachers' classroom behavior for the ultimate benefit of students. Even when supervisory practices are recognized by teachers as positive and meaningful, either as a result of the transformational leadership characteristics of a particular supervisor or as a consequence of secondary advantages recognized by teachers, these benefits are rarely defined in terms of any impact beyond teacher satisfaction.

Glickman note in "Perspectives of Supervision" that many of the supervisory practices found in schools today and many policies emerging from the state governments and local boards which influence these practices are based on one or a combination of three general theories of supervision – traditional scientific management, human relations, and neoscientific management.

According to Glickman (Perspectives of Supervision) different theories of supervision and teaching compete with each other for the attention of professionals. Present supervisory practices in schools, for example, are largely based on one or a combination of four general views. One of the four theories best matches the hunches and operating principles which govern the way one thinks about teaching and supervision and rarely to provide the basis for one's behavior as a supervisor.

This study aimed to determine the influences of educational philosophies of school administrators of selected secondary private and public schools of the Division of Nueva Vizcaya on their supervisory practices in terms of instruction, educational policy making and educational decision making.

The researcher utilized the descriptive method of research particularly the correlational survey method. A questionnaire was the primary research tool for data-gathering. The correlation procedure was used in determining the different educational philosophies impact on the educational supervisory practices of the target respondents. It involved as respondents the principals and head teachers in the secondary schools in the Division of Nueva Vizcaya using purposive random sampling. A questionnaire consisting of three parts was served as the data-gathering instrument the data were analyzed using descriptive and inferential statistics.



The respondents of the study were typical administrators of secondary schools in the DepEd Division of Nueva Vizcaya. Most of them adhere to essentialism and perennialism and most of them subscribe to the non-directive and collaborative approaches as their academic supervisory practices. Younger ones and with higher educational attainment are essentialists while older ones who have lower educational attainment are perennialist. Those who apply the directive academic supervisory practice adhere to essentialism while those who apply the non-directive academic supervisory practice are existentialists.

Results show that the respondents mostly adhere to essentialism and perennialism . majority of them have espoused the dominance of the three basic academic practices such as the non-directive approach, followed by the collaborative approach, and the directive approach in the management of their schools. In the testing of relationship, only age and educational attainment significantly correlates with the respondents' educational philosophies. Only age and sex or gender significantly correlates with the respondents' academic supervisory practices. The relationship between educational philosophies and supervisory practices was described as marked or substantial.