Research Article

Interpersonal, Leadership, and Supervisory Skills of Public School Heads

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ABSTRACT

This study determined the level of competency of the Elementary School Heads in the District of Sibonga, along with the aspects of interpersonal, leadership, and supervisory skills during the school year 2020-2021 a basis for the management training framework. The areas of concern included the perceived level of competency in terms of interpersonal, leadership, and supervisory skills; the significant difference in the perception of the respondent groups of the three variables; the participants' perspectives towards the three variables; and the management training framework. The result of the study showed that the respondents showed the same level of competency. Most of them have maintained a competent level of perception. Based on the result, respondents showed the same level of perception as to the different variables presented and no significant difference between them. It can be concluded that the passion and enthusiasm of our teachers and school heads are still maintained and even doubled due to the sudden change in learning approach. It is recommended that there is a need to assess the leadership style and situational favorableness of our teachers and school heads. With that, the Management Training Framework is being proposed.

Keywords: *Competency, Interpersonal, Leadership, Supervisory, School heads*

Introduction

The part of administration in an educational system is to provide working conditions favorable to good teaching and effective learning. Sensible administration provides teachers and pupils with adequate facilities and a favorable environment for work. To be operative, the principal needs to possess educational leadership. Leadership may also originate from the teacher, the principal, being the administrative leader, sets the climate of his organization. Respectable administrative practices can be shown among others in providing orientation to the new teacher in delegating responsibilities, recognizing teacher's good work and accomplishments, encouraging teachers to be innovative and resourceful, placing substitutes for absent teachers, evaluating teachers'

performance, and holding faculty meetings. The administrative practices of principals are found to be effective but there is always room for improvement (Miranda, 2013). According to (Ayeni, 2012), effective school principals establish clearly defined goals for academic achievement, are concerned with resources and operations, and provide adequate time-table for teaching. They routinely check lesson notes and subject diaries, observe classroom instruction, continuously monitor students' performance, motivation of teachers to improve performance, reinforce of students for excellent performance, maintain appropriate usage of physical facilities, enforcement discipline to ensure peaceful atmosphere, train teachers for effective service delivery and provide instructional facilities and materials to enhance quality teaching- learning process. Expectations of the society are demonstrated in the performance standards established by the school. High standards reflect high expectations, low standards reveal low outlooks. It is therefore understandable that the complex task of the principal is how to organize the school to encounter the various trials facing school administrators so that the educator's aims and objectives can be accomplished as the Chief Executive of the school, the principal must make sure the teachers and students have access to appropriate facilities to discharge their responsibilities in achieving the academic objectives. Supervision is expected to ensure the cooperation of his subordinates in achieving the maximum output at the maximum cost. Subordinates consider the supervisor to be their spokesperson and expect them to protect them from all uncomplimentary conclusions of the higher-level managers. Most of the problems arising in the school are solved instantly by the supervisor himself. A supervisor should be proficient enough to get the full cooperation of their subordinates. Their roles involve inspiring, leading, dispensing orders, guiding, and leading their subordinates in the day- to-day performance of school tasks. The success of instructional supervision rests on the school heads' skills to assess the conceptual level of the teacher or a group of teachers and then to apply an instructional supervisory approach that matches this level Glickman, (2007). With

these thoughts as background, this study sought to assess the relational prowess of public elementary school heads of Sibonga to serve the springboard for responsive interventions for the good of the teaching-learning process. Along this line, the researcher decided to conduct a study to determine the good interpersonal, leadership, and supervisory skills of the Public School Administrators in the District of Sibonga. The level of interpersonal, leadership, and supervisory skills must be determined to design enhancement programs to elevate their skills for them to be effective, efficient, and productive administrators.

Methods

The research method employed was the Explanatory-Sequential Mixed method which implied collecting and analyzing quantitative and then qualitative data on the interpersonal, leadership, and supervisory skills of school heads and teachers. Such issues included deciding on the priority or weight given to the quantitative and qualitative data collection and analysis in the study, the sequenced of the data collection and analysis, and the stage/stages in the research process at which the quantitative and qualitative data were connected and the results were integrated. An explanatory-sequential mixed study of a management training framework for the new normal in basic education. Explanatory sequential mixed methods was an approach to combining qualitative and quantitative data collection and analysis in a sequence of phases (Creswell & Plano Clark, 2018). In the first phase, researchers collected qualitative data and then analyzed the data, the results of which direct the next, quantitative phase, which could be a survey or some other form of quantitative data collection. That is , the qualitative analysis could provide critical fodder for developing specific research questions for the quantitative phase, which involves a questionnaire, survey, or other form of quantitative data collection.This method helped determine the school heads and teachers interpersonal, leadership, and supervisory skills. To strengthen the research, it utilized qualitative tools to help understand the meaning that school heads and teachers attribute to their experiences in the social world with a specific context. A

qualitative tool was also utilized to eliminate the researcher from the research process so that the data could be analyzed in a bias-free and objective manner to discover a single truth (Lee and Baskerville, 2003).

The study was conducted in the Department of Education Sibonga District. All Elementary Schools in Sibonga District under the supervision of the Department of Education, Cebu Province serve as the coverage of the study. This School includes: Abugon Elementary School of Barangay Abugon, Cansantic Elementary School of Barangay Bato Cansantic , Guimbangco-an Elementary School of Barangay Guimbangco-an, Magcagong Elementary School of Barangay Mangcagong, Mangyan Elementary School of Barangay Mangyan, and Papan Elementary School of Barangay Papan. The participants of this study are the elementary school heads and the teachers of the Elementary Schools of the District of Sibonga, Division of Cebu Province. The study embraces the Simple Random Sampling technique of the research, that is subset of a statistical population in which each member of the subset had an equal probability of being chosen. A simple random sample is meant to be an unbias representation of a group. In this study, ten school heads and twelve teachers within the district of Sibonga which is comprised of Guimbangcoa-an Elementary School, Cansantic Elementary School, Mangyan Elementary School, Abugon Elementary School, Magcagong Elementary School, and Papan Elementary School. Beginning a study with an exploratory, qualitative phase and moving sequentially to a quantitative phase is called "exploratory sequential mixed methods." The first phase is qualitative and concludes with an analysis producing codes or more conceptual themes. The results of this analysis are used to direct the next, quantitative phase, which could be a survey or some other form of quantitative data collection. Two primary variants of the exploratory design are the theory-development variant, where the larger objective of the mixed methods study is to develop theory, and the instrument-development variant, where the objective is to develop a refined instrument to test a hypothesis (Creswell & Plano Clark, 2018). Data collected using survey questionnaires, one set for the school heads and the other set is for the teacher respondents. The questionnaire for school heads solicited the subjects' names, age, sexes, schools, positions/ranks, educational qualifications, and years of work experience. The highlights of the questionnaire were the questions that determined the level of proficiency of the rater's interpersonal, leadership, and supervisory skills using the Likert Scale. Reliability and validity are the two most important features in the evaluation of any measurement instrument or tool for good research. The purpose of this research is to discuss the validity and reliability of measurement instruments that are used in research. Validity concerns what an instrument measures, and how well it does so. Reliability concerns the faith that one can have in the data obtained from the use of an instrument, that is the degree to which any measuring tool controls for random error. An attempt has been made here to review the reliability and validity, and treat them in some details (Heale and Twycross, 2015). Validity is determined by the meaningful and appropriate interpretation of the data obtained from the measuring instrument as a result of the analyses. Whiston (2012) defined validity as obtaining data that is appropriate for the intended use of the measuring instruments. Testing the validity of the measuring instrument is more difficult but more important than assessing its reliability. For the research to yield beneficial results, the measuring instrument must measure what it claims. The use of a validated measuring instrument ensures that the findings obtained as a result of the analyses are valid. The next measure tool of quantitative study are reliability. According to Heale and Twycross (2015), reliability refers to the consistency of a measure, which means a person who completes the test should have approximately the same results each time it is completed. The extent of the accuracy of research and validity, constitute a crucial factor in a study. If the subject of research is treated inappropriately or the evidence provided is unreliable or incorrect, then the other factors, reliability, and applicability are automatically considered unnecessary.

Data Gathering Procedures

Collection and evaluation of data were done following the procedure as follows:

Pre-gathering processes. Permission from the Superintendent of the Department of Education Cebu Province as well as the District Supervisor of Sibonga. A machine copy of the said approved letter request from the Superintendent and Supervisor was furnished to respective school heads and teachers who were identified as respondents of the study.

During Gathering Processes. The approved letter was requested from the Department of Education for the conduct of the study. Then, administration of the questionnaire and collection of the needed data followed. An orientation was given to the school head and teacher respondents for a better understanding of the entire study.

Post-Gathering Processes. After gathering of data, the information was summarized into different tables for analysis. This served as the basis for an intervention scheme for the improvement of people skills among research subjects and beyond. With the cooperation of key stakeholders, we aim to put the knowledge created through our research into practice. Therefore, it is important that our research is recognized as familiar and understood as legitimate by researchers, practitioners, policymakers, and the public.

Data Analysis

The quantitative aspect employed descriptive statistical treatment. Moreover, the qualitative data is analyzed using thematic analysis. This is a method of analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006). It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes.

Ethical Considerations

According to Creswell (2014), social constructivism deals with the development of subjective meanings and understandings of one's personal experiences concerning specific topics based on one's social and historical background. Even though interactions with multiple participants in this study are important to understand the phenomenon being researched, the researcher's personal opinions and judgments play a role too To ensure the observance of ethical standards in the conduct of research, using the public elementary school heads and teachers, informed consent was obtained from the Schools Division Superintendent. Names of school heads and teachers were coded to not conceal their identity. The school heads and teachers were assured that their participation was voluntary, and they could withdraw anytime they desired to. Permission to conduct the study was requested from Schools Division Superintendent, District Supervisor, School Heads and Teachers. All the information was stored and secured to ensure privacy and confidentiality.

Results

This section presents the perceived level of competency demonstration in terms of interpersonal, leadership, and supervisory skills.

Respondents' Perceived Level of Competency Demonstration

Interpersonal Competency

Table 1 reveals the interpersonal competence of teachers and school heads focusing on their ability to interact with others and with the greater community. Competence in this domain includes the ability to foster and maintain healthy, mutually beneficial relationships with others, and the capacity for interdependence and collaboration.

Table 1. Interpersonal Competency

Interpersonal Skills	Teachers			Administrators		
INDICATOR	WM	Categorical Response	Description	WM	Categorical Response	Description
1. Is sensitive to the needs and feelings of others.	4.16	Agree	Competent	4.33	Agree	Competent
2. Is approachable by peers and subordinates.	4.00	Agree	Competent	4.17	Agree	Competent
3. Can reconcile differences among various interest groups impartially.	3.83	Agree	Competent	4.00	Agree	Competent
4. Is flexible enough to enhance conducive working relations.	4.08	Agree	Competent	4.17	Agree	Competent
5. Is open-minded and straightforward.	4.08	Agree	Competent	4.00	Agree	Competent
6. Considers the other person's background and experiences.	4.08	Agree	Competent	3.83	Agree	Competent
7. Accepts criticisms and suggestions constructively.	4.08	Agree	Competent	4.33	Agree	Competent
8. Is objective in dealing with problems.	3.92	Agree	Competent	4.17	Agree	Competent
9. Shows willingness to assist and support peers and subordinates.	3.83	Agree	Competent	4.33	Agree	Competent
10. Is considerate of peers' and subordinates' weaknesses.	3.67	Agree	Competent	4.33	Agree	Competent
Totality	**3.97**	**Agree**	**Competent**	**4.17**	**Agree**	**Competent**

Legend:

Weight	Range	Categorical Response	Description
5	4.3 - 5.0	Strongly Agree	Highly Competent
4	3.5 - 4.2	Agree	Competent
3	2.7 - 3.4	Neutral	Moderately Competent
2	1.9 - 2.6	Disagree	Less Competent
1	1.0 - 1.8	Strongly Disagree	Not Competent

Teachers' perception as to interpersonal skills got a weighted mean of 3.97 with a categorical response of agree and a description of competent. On the other hand, the administrators perceived interpersonal skills with a weighted mean of 4.17, with a categorical response of agree and a description of competent. Table 1 shows the perceived interpersonal skills of the respondents. Interpersonal skills are traits you rely on when you interact and communicate with others. They cover a variety of scenarios where communication and cooperation are essential. These skills involve the ability to communicate and build relationships with others. Often called people skills, they tend to incorporate both your innate personality traits and how you've learned to handle certain social situations. Based on the

above table, the respondents have maintained competent interpersonal skills. They are very much involved in their relationship and interaction with their co-teachers as well as the parents of their students to have the work done. Moreover, their interpersonal skills have been boosted due to the fact they need to exert more effort in reaching out to their students, through their parents, to deliver and to provide the necessary learnings despite all the challenges done by the pandemic. Consequently, interpersonal communication involves the face-to-face exchange of thoughts, ideas, feelings, and emotions between two or more people. This includes both verbal and nonverbal elements of personal interaction. They are linked to the foundation of human relationships and the ability to interact with others. Accordingly, if school heads want a successful result at the end of the day, either as individuals or as a collec-

tive, they must understand and inspire teachers, and school heads need to consider how educators can be influenced by their behavioral actions, school heads will need to consider the types of behavioral activity that can be used within the organization to facilitate a more positive relationship orientation (McConnell, C.R., 2004).

Leadership Competency

Table 2 reveals the leadership competence of teachers and school heads, it represents a combined set of knowledge, skills, and abilities (KSA) that constitute effective leadership within an organization (Hollenbeck, McCall, & Silzer, 2006). There have been several attempts to generate a range of leadership competencies that are generalizable across industries and jobs.

Table 2. Leadership Competency

Leadership Skills	Teachers			Administrators		
INDICATOR	WM	Categorical Response	Description	WM	Categorical Response	Description
1. Is effective at problem-solving.	3.75	Agree	Competent	3.83	Agree	Competent
2. Usually know ahead of time how people will respond to a new idea or proposal.	3.67	Agree	Competent	3.83	Agree	Competent
3. Is hardworking to find consensus in conflict situations.	3.92	Agree	Competent	4.33	Strongly Agree	Highly Competent
4. When problems arise, you immediately address them.	3.67	Agree	Competent	4.33	Strongly Agree	Highly Competent
5. Respond to people's requests and concerns.	3.67	Agree	Competent	3.83	Agree	Competent
6. Is using emotional energy to motivate others .	3.75	Agree	Competent	3.83	Agree	Competent
7. Is effective with the detailed aspects of your work.	3.83	Agree	Competent	3.83	Agree	Competent
8. Is flexible enough about making changes in the organization.	3.83	Agree	Competent	3.83	Agree	Competent
9. Enjoy discussing organizational values and philosophy.	3.92	Agree	Competent	3.83	Agree	Competent
10. Making an appealing strategic plans for administration.	3.83	Agree	Competent	3.83	Agree	Competent
Totality	**3.87**	**Agree**	**Competent**	**3.93**	**Agree**	**Competent**

Teachers' perception as to leadership skills got a weighted mean of 3.87 with a categorical

response of agree and a description of competent. On the other hand, the administrators perceived leadership skills with a weighted mean of 3.93, with a categorical response of agree and a description of competent. Table 2 shows the perceived leadership skills of the respondents. Leadership can be defined as a process by which one individual influences others toward the attainment of group or organizational goals. Influential leaders help build strong teams within a business and ensure projects, initiatives, or other work functions are performed successfully. They have strong interpersonal and communication skills as well as abilities to motivate teams, delegate responsibility, respond to feedback, and solve problems.

Based on the above table, the respondents have shown competent leadership skills among their members. They have been on top of all the tasks being delegated to them and closely monitored until closure. A recent study defined new normal leadership in terms of a focus on people, human resources, mentoring, learning, and healing emotions; a leader who is a facilitator, never top-down, conscious of leadership development; a healthy working environment, respect, exchange of ideas, a creative class; trust through sharing, teams, embracing equality, diversity, slack, tolerance; vision, and commitment to the vision, through talent, technology, storytelling; and a dynamic interplay between all stakeholders, employees, customers, investors, shareholders (Francisco and Nuqui, 2020).

Supervisory Competency

Table 3 reveals the supervisory competence of teachers and school heads, this is the ability to motivate team members and communicate expectations, their overall demeanor, attitude, and personality are vital elements of their leadership potential.

Table 3. Supervisory Competency

Supervisory Skills	Teachers			Administrators		
INDICATOR	WM	Categorical Response	Description	WM	Categorical Response	Description
1. Is criticizing teachers adversely in private only?	3.66	Agree	Competent	4.00	Agree	Competent
2. Conduct a systematic follow-up of each teacher.	3.33	Agree	Moderately Competent	3.33	Agree	Moderately Competent
3. Is reducing the time usually wasted in interviews with outsiders, clerical duties, and petty routine.	3.42	Agree	Moderately Competent	3.33	Agree	Moderately Competent
4. Is refraining on spying of teachers or seeking information regardless of how underhanded it may be.	3.92	Agree	Competent	4.00	Agree	Competent
5. Is supervision cooperative and systematic?	3.92	Agree	Competent	4.00	Agree	Competent
6. Respect the individuality of the teachers.	3.75	Agree	Competent	4.17	Agree	Competent
7. Is regarding supervision subordinate to teaching in its service relationship.	3.67	Agree	Competent	3.83	Agree	Competent
8. Has a good basis of a common knowledge and common point of view concerning the school situation.	3.42	Agree	Moderately Competent	3.33	Agree	Moderately Competent

Supervisory Skills		Teachers			Administrators	
INDICATOR	WM	Categorical Response	Description	WM	Categorical Response	Description
9. Is the supervisory program fully rounded and not limited to some of its parts such as bulletins, lesson plans, etc.?	3.42	Agree	Moderately Competent	3.33	Agree	Moderately Competent
10. Is suspending a judgment concerning a teacher until having a complete analysis and diagnosis.	3.92	Agree	Competent	3.83	Agree	Competent
Totality	**3.71**	**Agree**	**Competent**	**3.65**	**Agree**	**Competent**

Teachers' perception as to supervisory skills got a weighted mean of 3.71 with a categorical response of agree and a description of competent. On the other hand, the administrators perceived supervisory skills with a weighted mean of 3.65, with a categorical response of agree and a description of competent. From the above table, most of the indicators fall on the "competent" level however, there are indicators that were claimed by both groups to be moderately competent. It includes "conducting a systematic follow-up of each teacher ", "reducing the time usually wasted in interviews with outsiders, clerical duties and petty routine", "having a good basis of common knowledge and common point of view concerning the school situation", and "supervisory program fully rounded and not limited to some of its parts such as bulletins, lesson plans, etc". This might be due to the challenges of communicating and reaching out to their members caused by the border restriction during the pandemic. Also, on the monitoring piece, there is also a challenge since all of the respondents are working remotely and it is hard to gather them in one place for discussions and meetings due to the established COVID-19 health protocol. School management forms part of the success of the teaching and learning process; it provides direction and support to all school personnel and stakeholders through supervision to achieve its organizational goals and objectives. Furthermore, effective supervision is considered as an indicator of school effectiveness, because supervision of teachers is considered as a major factor affecting the academic performance of students (Donkoh & Baffoe, 2018). Moreover, effectiveness in supervision can be measured as to how supervisors as a manager, achieve the required outputs of the position (Bakker, 1999 as cited in Coronel & Ferrater-Gimena, 2017). One of the important aspects to be considered in the educational system is quality assurance, which includes efficient management, monitoring, evaluation, and reviews of the resource inputs and transformation process, which is the teaching and learning and the quality of outputs which are the students (Ayeni, 2012).

Significant Difference in the Perception of Respondent Groups

Table 4 shows the mean difference betweem the responses of the teachers and administrators as to the level of competency demonstration in terms of interpersonal, leadership, and supervisory skills.

Table 4. Significant Difference in the Perception of Respondent Groups

Competence	Mean		Computed t-value	Critical t-value	p-value	Decision	Interpretation
	Teachers	Administrators					
Interpersonal Skills	3.97	4.17	1.88	2.18	0.08	Accept Ho	Not Significant
Leadership Skills	3.87	3.93	1.65	2.14	0.12	Accept Ho	Not Significant

Competence	Mean		Computed t-value	Critical t-value	p-value	Decision	Interpretation
	Teachers	Administrators					
Supervisory Skills	3.71	3.65	0.54	2.22	0.62	Accept Ho	Not Significant
Totality	**3.85**	**3.92**	**1.39**	**2.16**	**0.19**	**Accept Ho**	**Not Significant**

In terms of interpersonal skills, the computed t-value of 1.88 is less than the critical t-value of 2.18. Furthermore, the p-value of 0.08 is greater than the 0.05 level of significance, thus the hypothesis of no significant difference in interpersonal skills as perceived between the two groups is accepted. The responses of the two groups are comparable. As to leadership skills, the computed t-value of 1.65 is less than the critical t-value of 2.14, thus the hypothesis of no significant difference is accepted. There is no significant difference in the perceived level of competency between the two groups in terms of leadership skills. The third variable is supervisory skills. The computed t-value of 0.54 is less than the critical t-value of 2.22. Thus, the null hypothesis is accepted with the p-value 0.62 which is higher than the 0.05 level of significance. Considering the totality, the computed t-value of 1.39 is less than the critical t-value of 2.16. The p-value of 0.19 is greater than the 0.05 level of significance, thus the null hypothesis is accepted. There is no significant difference in the perception between the teachers and administrators on the level of competency demonstration in terms of interpersonal, leadership, and supervisory skills. In these challenging times especially during the pandemic when quality education is very much jeopardized, schools need leaders who will exercise the paramount leadership competencies or framework be proficient, effective, competent leader on being structural, human resource, political, and symbolic leaders. According to Bago (2008), she defined school heads as the direct individuals who guide, supervise, track, manage, and evaluate the teachers and staff who report to them. School supervision is a complex process with many facets involved. Moreover, all facets of management, both within and outside the classroom, must be taken care of by school heads since they could directly or indirectly influence the delivery of quality education, which is the primary reason for the existence of the school. Among several other functions, a school head is a program leader, a strategic manager, a team leader, an administrator, an evaluator, and sometimes a negotiator. The milieu of a school leader revolves around many important stakeholders, students, teachers, staff, parents, and community members. The head of the school should have clear and enlightened leadership to realize the school's goals. Good leadership encourages schools to have successful preparation, motivates the organization's citizens to function as a high-performance team, and ensures the school organization's smooth operation in line with its mission and vision. On the other hand, several studies have found that interpersonal skills are influential at all levels of a job. Interpersonal skills are linked to the development of human relationships and the ability to interact with others. In addition, it is expected that if school heads want to have a successful and productive day with their subordinates, they must consider and inspire them professionally. They need to know how teachers will be influenced by their behavioral actions. Moreover, some researchers have ferret out that to achieve performance goals managers should consider both technical and interpersonal skills to grow. The more interpersonally qualified and talented the available school leader is, the better the school will perform. This stems from the fact that leadership based on interpersonal actions encourages cooperation and support, as well as organizational loyalty from the members. Heads of the schools must have the ability to establish and direct a school's positive development and create and maintain relationships within the school community that influence the overall school environment. The ultimate phenomenon in today's schools is the need for school leaders with competent and adequate leadership and managerial skills precisely to advance quality education at all times. (Villanueva, 2021).

Analysis and Discussion
Perceived Level of Competency Demonstration

Based on the result of data gathering, the respondent showed a competent level of interpersonal, leadership, and supervisory competency. As shown in Tables 1-3, we can infer that the respondents have maintained a high level of competency despite the recent pandemic situation. Results show that the average score is within the range of 3.5 – 4.2 which gives us a clear indication that they have shown a competent level despite the sudden change of learning modality due to the pandemic. For effectiveness in leadership, competency represents an attempt to capture the experience, lessons learned, and knowledge of experienced leaders to provide a guiding framework for the benefit of others and organizations Doris (2013). Studies of Mozhgan, Parivash, Nadergholi & Bahram (2010) found that leadership competencies are significant to leadership behavior. Thus, leaders need to improve on competencies in organizations to survive and continue to nurture. As in this case, we have figured out, based on the result, that our respondents showed a high level of competency which helped them a lot to surpass teaching challenges during the pandemic. Moreover, they have delivered their task effectively working as a team.

Significant Difference in the Perception of Respondent Groups

Based on the result as shown in Table 4, both groups of respondents showed the same level of perception as to the different variables presented. There is not much difference as the reflected is within the 3.5 - 4.2 range which shows a competent level of perception. Hence, both respondent groups have the same level of perception as to the variables presented, and no significant difference between them. According to studies, strong collaboration and instructional skills have replaced strong bureaucratic skills as important attributes of effective principals (Drake and Roe, 2002; Neufeld, 1997). In many respects, the demands on school heads mirror those on teachers who are attempting to become facilitators of children's learning and are rethinking their notions of content, pedagogy, and assessment (Neufeld,

1997). School Heads need continuous professional development opportunities to support their efforts toward school improvement and revitalize their commitment to creating and sustaining positive learning communities (Foster, Loving, and Shumate, 2000; Evans and Mohr, 1999; Neufeld, 1997). As shown in this study, there is no significant difference between the respondent group as both have shown a high level of competency to achieve the same goal which is the effective delivery of education to their students.

Participants' Perspectives Towards Interpersonal, Leadership and Supervisory Skills

When confronting the demands of the 21st century, school leaders should serve as agents of change. The key to confronting many of the school's problems is a school with a favorable school environment. With feedback from teachers, administrators, and students, leadership and encouragement will result in the school becoming a more productive, compassionate environment for everyone involved to learn and work. By maximizing the skills and abilities of school heads to improve educational efficiency, in particular, the standard of teaching and learning through the practice of instructional supervision, these skills can be improved to build efficient human resources that can make a difference in the educational system. Smith, W.F., Andrews R.L. (2013). Based on the gathered information, both participant groups showed the same level of perception towards the three different variables presented. Based on the interviews conducted, school heads and teachers are collaborating to deliver the necessary job needed despite of the sudden change of learning modules due to the pandemic. Most of the respondents shared almost the same sentiment and suggestions based on their experience during the strict implementation of the COVID-19 protocol which gave them a bigger challenge on the alternative teaching modality. These can be found and discussed one by one in the research findings.

Conclusion

Based on the obtained results, it can be concluded that the passion and enthusiasm of our teachers and school heads are still maintained

and even doubled due to the sudden change of learning approach. Teachers serve as role models in society and they are looked up to by their students; hence, they should portray a good example of being flexible in different kinds of situations. However, despite how encouraged they are to sustain and maintain the learnings of our students, there are challenges that are out of their control and need to be escalated and forwarded to the proper authority for immediate resolution. Educational supplies and resources, and computer/internet, are things that have to be in place during the sudden shift of learning modality as in this case, not readily available which affects the productivity of our teachers; hence, affecting the quality of education being served to the students. On the other hand, border restriction is already beyond the control of anyone during the pandemic which could have been at least mitigated had we had any alternative resources available e.g. online and printed materials. Is seconded by the responses of the school heads our government school is not ready in terms of distance learning approach due to a lack of facilities and equipment for effective delivery, results, and assessment of learning outcomes. Hence, a more comprehensive and detailed action report must be done to address the challenges faced in the case so as not to sacrifice the quality of education delivered to our students.

Nonetheless, both the respondent groups showed a high level of competency which helped them a lot to surpass teaching challenges during the pandemic. Moreover, they have delivered their task effectively working as a team.

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