INFLUENCE OF THE CHALLENGES IN THE IMPLEMENTATION OF SCHOOL-BASED SUPERVISION

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Abstract

This study aims to determine extent influence of the challenges in the implementation of the school-based supervision as perceived by the teachers and the supervisors. A descriptive comparative research design was utilized in dealing with this study. The study was conducted in Eastern Samar National Comprehensive High School, Eastern Samar, Philippines. The respondents of the study were comprised of two groups -the school supervisors and the teachers. The first group of respondents which comprised of 13 school supervisors while the second group included 111 teachers. Weighted mean, standard deviation, and t-test was used for the analysis of data. The findings revealed that teachers agree on the inadequate supervisor to teacher ratio and the lack of follow up activities by supervisors and that these were considered to be the challenges that significantly influences the implementation of school-based supervision. Results also showed that supervisors agree on the overloading of classroom activities and administrative tasks to supervisors, perception to supervisors as fault finders and the inadequate number of supervisors assisting teachers and that these are challenges that significantly influences the implementation of school-based supervision. The analysis of data revealed that there is a significant difference in the perception of teachers and supervisors in terms of supervisors' trainings, experiences, overloading of tasks to supervisors, the inadequate ratio of supervisor to teacher, and the lack of follow-up by supervisors. Accordingly, the study recommended that supervisors' administrative workload should be reduced or decentralized to provide sufficient time to participate effectively in the instructional supervisory roles.

Keywords: supervision, instructional supervision, education, supervisory challenges

1. Introduction

Education is considered as the bedrock of nations' socio-economic, cultural, religious and political development (Ikegbusi & Iheanacho, 2016). In this instance, all the various levels of education including early childhood, pre-primary, primary/basic, post primary /secondary, tertiary and all other educational institutions must be properly administered and managed in order to produce vibrant students that will contribute effectively towards the development of a nation.

This essence will be achieved through a high level of 'academic excellence' which entails instilling the right type of knowledge, skills, values and attitudes to the learners to enable them to function efficiently and effectively within the society, and ensure societal survival (Oyedeji, 2012). This according to Nwogbo and Okeke (2010) can be achieved through a disciplined and committed teacher.

Hence, there is a need to strengthen schools' instructional supervision to ensure that teachers are highly productive and work commitment is guaranteed and enhanced (Ikegbusi, 2014). Moreover, supervision is the maximum development of the teacher into the most professionally efficient and effective person he is capable of becoming Ogbo (2015).

To this end, school-based supervision plays a crucial role in attaining quality education as it focuses on teachers" professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students.

In line with this, UNESCO (1999) emphasized that school-based supervisory practices are significant for individual teachers" professional development, school improvement, and satisfaction of public demands. Therefore, school-based supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. School-based supervision thus has much importance.

Researches on the practice of instructional supervision in secondary schools have shown that, there was a lack of awareness on utilizing various supervisory options, a lack of relevant continuous trainings for department heads and senior teachers who are supposed to carry out supervisory activities at school level. In addition, there is inadequate classroom observation to monitor teachers' instructional improvement (Chanyalew, 2005; Getachew, 2001; Million, 2010).

The researchers are secondary school teachers and to the best of their knowledge, there was no research conducted on the practices of school-based supervision in their respective schools. Due to this reason, the researchers felt that there is a gap which needs investigation about the status of the current supervisory practices such as proper implementation of supervisory options and classroom observation, the proper implementation of school-based supervisors' responsibilities in secondary schools and to suggest the ways of improvements in the process of implementation of school-based supervision. Thus, this study has the following objectives:

1.1 Objectives of the study

The study primarily aims to determine the influence of challenges in the implementation of school-based supervision in Eastern Samar National Comprehensive High School, Eastern Samar, Philippines. Specifically the study aims to achieve the following:

1.1.1. to determine the level of agreement on the challenges in the implementation of school-based supervision as perceived by:

    1.1.1.1 teachers;

    1.1.1.2 supervisors

1.1.2. to determine the extent of influence of the predetermined challenges in the implementation of school-based supervision as perceived by:

    1.1.2.1 teachers;

    1.1.2.2 supervisors

1.1.3. to determine if there is a significant difference between the perception of teachers and school supervisors on the challenges of implementing of school based supervision.

1.2 Hypotheses

H_0 There is no significant difference between the perception of the teachers and supervisors on all of the predetermined challenges of implementing school based supervision.

2. Methodology
2.1 Research Design
         The study employed a comparative descriptive research design in dealing with the objectives of the study. A descriptive comparison aims to describe or perhaps also explain the invariances of the samples or objects.
         The study was conducted in Eastern Samar National Comprehensive High School, Eastern Samar, Philippines involving both the supervisors of the school and the teachers of both junior and senior high school department.
         The respondents of the study were comprised of two groups. The first group of respondents were the school supervisors. The school supervisors included all the heads of each department identified to have supervisory functions. The second group of respondents were the teachers of both junior and senior high school. The respondents qualified with the following criteria: 1) a teacher of Eastern Samar National Comprehensive High School; 2) had at least a year of being under the supervision of a head teacher; 3) has expressed willingness to be a respondent and available at the time of the survey.
         In order to obtain a reliable data for the study, a total population sampling was used for the first group of respondents which involves school supervisors. Total population sampling is a purposive sampling that involves examining the entire population sharing the specific characteristics defined in the study that would qualify as a respondent (Laerd Dissertation, 2012). Total population sampling was used primarily because the population size sharing the particular set of characteristic focused in the study was relatively small. Therefore, if the researchers fails to include a small portion in the study, a significant piece of the needed data would have an impact on the results of the study (LAerd Dissertation, 2012).
         For the second group of respondents, the computed sample size was based on total population of 154 teachers for both junior and senior high school. The table below shows the details on distribution of respondents.

Table 1. Distribution of Respondents

Eastern Samar National Comprehensive High School	Total population	Teachers	Sampling technique
Teachers	154	111	Random sampling
Supervisors	13	13	Total population sampling
Total	**176**	**124**	

2.2 Research Instrument
         The study utilized a survey questionnaire to collect information regarding the extent of influence of the challenges in the implementation of school-based supervision. In education, survey questionnaires are the most widely used type of instrument as it is believed to be more easily analysed and interpreted than the data obtained from verbal responses. It also provides uniformity measurement situations than interviews (Tesema, 2014). The survey questionnaire was adopted from a study of Tesema (2014) which focused on the practices and challenges of school-based supervision in government secondary schools. The questionnaire used a 5 point likert scale and consists of three parts to wit: the first part of the questionnaire the demographic profile of the respondents which included the school identification number, teaching position and the years of teaching experience, second part was focused on the challenges of implementation of school-supervision. The questionnaire utilized a 5 point likert scale which were described as follows: 5- Strongly Agree, 4- Agree, 3- Neither/nor agree, 2-Disagree, 1- Strongly Disagree.

2.3 Data Gathering Procedure

Prior to data gathering, the researcher obtained permission from the school principal. Upon approval, necessary information such as total population number supervisors and teachers were sought to identify the appropriate sampling technique to be utilized. The research questionnaire was then distributed to the identified respondents of the study and retrieved as soon as the respondents finished answering the questionnaire. The data obtained from the instrument was organized using windows excel spread sheet.

2.4 Data Analysis

The data was analysed through descriptive quantitative data analysis and inferential analysis. A descriptive quantitative analysis was used for the first objective while an inferential data analysis was used for the second objective. The analysis of data was based on the responses collected through the research questionnaire. The data collected was tallied, tabulated and filled into the excel spreadsheet. Interpretation was made using weighted mean, standard deviation and t-test. The weighted mean and standard deviation were used as basis for describing the data while the t-test was used to test statistically significant difference between the means of the two independent samples (teachers and supervisors) at a 0.05 level of significance.

2.5 Measurement of Variables

The extent of influence of the challenges in the implementation of school based supervision were measured based on the weighted mean. The table below served as the guide in interpreting the results derived from the statistical tool utilized in the study. This was based on a study conducted by Alonazi, Beloof & White (2019)

Table 2. Mean Score Interpretation

Range	Result	Interpretation
4.20-5.00	**Strongly Agree**	**Very Influential**
3.40-4.19	**Agree**	**Influential**
2.60-3.39	**Neither/Nor Agree**	**Neutral or Do not know**
1.80-2.59	**Disagree**	**Uninfluential**
1.00-1.79	**Strongly Disagree**	**Very uninfluential**

3. Results

The study aimed to determine the extent of influence of the challenges in the implementation of school-based supervision. The results of the study were derived from the responses of the teachers and supervisors of Eastern Samar National Comprehensive High School.

Table 3 presents the level of agreement on the challenges in the implementation of School-based supervision as perceived by the teachers. The level of agreement towards challenges in implementation of school-based supervision was gauged through a 5-point likert scale to wit: 5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, and 1- Strongly Disagree. The data shows that respondents disagreed on statement 1, statement 2, statement 3, statement 5 and 6 with the mean of 2.11, 2.29, 2.43, 2.52 and 2.68 respectively. The findings suggest that teachers disagree that there is incompetence, lack of experience and relevant trainings on the part of the supervisors. Moreover, respondents disagree that there is a negative attitude towards supervisory practices on the parts on the part of the teachers.

On the other hand, results of statement 7 and 10 showed that respondents agreed that there is inadequate number of supervisors to assist the teachers and that there is a lack of follow up of the activities of teachers by the supervisors. This was evident with the computed mean of 4.00 and 4.02 respectively. These findings revealed an agreement which suggests that the supervisor to teacher ratio and the follow up activities by supervisors were considered to be the challenges in the implementation of school-based supervision.

Table 3. Level of Agreement on the Challenges in the Implementation of School-based Supervision as perceived by the teachers

	Challenges in the Implementation of School-based Supervision	Mean	Standard Deviation	Interpretation
1	Supervisors are not competent enough to help other teachers	2.11	0.957	Disagree
2	Supervisors do not high experiences on the practice of school based supervision	2.29	0.946	Disagree
3	Supervisors have not taken relevant trainings on supervision of instruction	2.43	0.891	Disagree
4	The supervisors are overloaded with classroom activities and administrative tasks	3.07	0.892	Neither/nor agree
5	Teachers are resistant against the supervisory activities	2.52	1.499	Disagree
6	Teachers perceive supervisors as fault finder rather than assisting them	2.68	1.126	Disagree
7	There is inadequate number of supervisors to assist the school teachers properly	4.00	0.869	Agree
8	There is lack of relevant supervision manual in the school	3.08	1.176	Neither/nor agree
9	There is insufficient allocated budget for the supervisory program in the school	3.01	0.815	Neither/nor agree
10	There is lack of follow up of the activities of teachers by the supervisors	4.02	0.865	Agree

Table 4 presents the level of agreement on the challenges in the implementation of School-based supervision as perceived by the supervisors. The level of agreement towards challenges in implementation of

school-based supervision was gauged through a 5-point likert scale to wit: 5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, and 1- Strongly Disagree. The data shows there is a strong disagreement on statement 1, statement 2, and statement 3 with the mean of 1.77, 1.69, and 1.69 respectively. Also, results revealed that there is disagreement for statement 5 and 10 as evidenced by the mean 2.46 and 2.15. These findings reveal an disagreement that supervisors are incompetent, that they lack experiences and trainings on supervisory activities and that supervisors lack follow up activities. Furthermore, there was also a disagreement on the resistance on the part of the teachers towards supervisory practices.

On the contrary, respondents agreed on statement 4, statement 6, and 7 which was evident with the computed mean of 3.54, 3.77, and 3.62 respectively. The results were interpreted as an agreement which suggests that the overloading of classroom activities and administrative tasks to supervisors, perception to supervisors as fault finders and the inadequate number of supervisors assisting teachers are the challenges that on the implementation of school-based supervision.

Table 4. Level of Agreement on the Challenges in the Implementation of School-based Supervision as perceived by the school supervisors

	Challenges in the Implementation of School-based Supervision	Mean	Standard Deviation	Interpretation
1	Supervisors are not competent enough to help other teachers	1.77	0.855	Strongly Disagree
2	Supervisors do not high experiences on the practice of school based supervision	1.69	1.032	Strongly Disagree
3	Supervisors have not taken relevant trainings on supervision of instruction	1.69	0.961	Strongly Disagree
4	The supervisors are overloaded with classroom activities and administrative tasks	3.54	1.330	Agree
5	Teachers are resistant against the supervisory activities	2.46	1.127	Disagree
6	Teachers perceive supervisors as fault finder rather than assisting them	3.77	1.121	Agree
7	There is inadequate number of supervisors to assist the school teachers properly	3.62	1.121	Disagree
8	There is lack of relevant supervision manual in the school	2.46	0.815	Neither/nor agree
9	There is insufficient allocated budget for the supervisory program in the school	2.77	0.865	Neither/nor agree
10	There is lack of follow up of the activities of teachers by the supervisors	2.15	0.689	Disagree

Table 5 presents the teachers' perception on the extent of influence of the challenges in the implementation of School-based supervision. The data showed that statement 1, statement 2, statement 3, statement 5 and 6 resulted to the following means: 2.11, 2.29, 2.43, 2.52 and 2.68 respectively which were interpreted as uninfluential. This findings suggests that for the teachers, competence, experiences, trainings of supervisors and the attitude of teachers towards supervisory practices were challenges that do not

significantly influence the implementation of school-based supervision. On the other hand, results of statement 7 and

10 showed that respondents the inadequate number of supervisors to assist the teachers and that there is a lack of follow up of the activities of teachers by the supervisors as evident on the computed mean of 4.00 and 4.02 respectively were interpreted as influential. These findings suggests that the supervisor to teacher ratio and the follow up activities by supervisors were considered to be the challenges that significantly influences the implementation of school-based supervision.

Table 5. Extent of Influence of the Challenges in the Implementation of School-based Supervision as perceived by the school supervisors

	Challenges in the Implementation of School-based Supervision	Mean	Standard Deviation	Interpretation
1	Supervisors are not competent enough to help other teachers	2.11	0.957	Uninfluential
2	Supervisors do not high experiences on the practice of school based supervision	2.29	0.946	Uninfluential
3	Supervisors have not taken relevant trainings on supervision of instruction	2.43	0.891	Uninfluential
4	The supervisors are overloaded with classroom activities and administrative tasks	3.07	0.892	Neutral
5	Teachers are resistant against the supervisory activities	2.52	1.499	Uninfluential
6	Teachers perceive supervisors as fault finder rather than assisting them	2.68	1.126	Uninfluential
7	There is inadequate number of supervisors to assist the school teachers properly	4.00	0.869	Influential
8	There is lack of relevant supervision manual in the school	3.08	1.176	Neutral
9	There is insufficient allocated budget for the supervisory program in the school	3.01	0.815	Neutral
10	There is lack of follow up of the activities of teachers by the supervisors	4.02	0.865	Influential

Table 6 presents the supervisors' perception on the extent of influence of the challenges in the implementation of School-based supervision. The data analysis showed that statement 1, statement 2, and statement 3 resulted to the following means of 1.77, 1.69, and 1.69 respectively which were interpreted as strongly uninfluential. Also, results revealed that statement 5 and 10 were interpreted as uninfluential as evidenced by the mean 2.46 and 2.15 respectively. These findings suggests that for supervisors, the

competence, experiences, trainings of supervisors, and follow up activities of supervisors were the challenges that do not influence the implementation of school-based supervision.

On the contrary, statement 4, statement 6, and 7 with the computed mean of 3.54, 3.77, and 3.62 respectively were interpreted as significantly influential which suggests that the overloading of classroom activities and administrative tasks to supervisors, perception to supervisors as fault finders and the inadequate number of supervisors assisting teachers are the challenges that significantly influences the implementation of school-based supervision.

Table 6. Extent of Influence of the Challenges in the Implementation of School-based Supervision as perceived by the school supervisors

	Challenges in the Implementation of School-based Supervision	Mean	Standard Deviation	Interpretation
1	Supervisors are not competent enough to help other teachers	1.77	0.855	Very Uninfluential
2	Supervisors do not high experiences on the practice of school based supervision	1.69	1.032	Very Uninfluential
3	Supervisors have not taken relevant trainings on supervision of instruction	1.69	0.961	Very Uninfluential
4	The supervisors are overloaded with classroom activities and administrative tasks	3.54	1.330	Influential
5	Teachers are resistant against the supervisory activities	2.46	1.127	Uninfluential
6	Teachers perceive supervisors as fault finder rather than assisting them	3.77	1.121	Influential
7	There is inadequate number of supervisors to assist the school teachers properly	3.62	1.121	Influential
8	There is lack of relevant supervision manual in the school	2.46	0.815	Neutral
9	There is insufficient allocated budget for the supervisory program in the school	2.77	0.865	Neutral
10	There is lack of follow up of the activities of teachers by the supervisors	2.15	0.689	Uninfluential

Table 7 conveys the result in exploring the difference in the perceptions of teachers and supervisors on the extent of influence of the challenges in implementing school-based supervision. The analysis utilized a standard deviation and a t-test of two independent samples set at a 0.05 level of significance. According to item number 1, teachers and supervisors were asked if supervisors were not competent enough to help other teachers. The data resulted to a mean of 2.11, standard deviation of 0.957 (low variation of scores) for the teachers and a mean of 1.77, standard deviation of 0.855 (low variation of scores) for the supervisors. The significance level p=0.079733 greater than the 0.05, this indicates that there is no significant difference in the perception of the teachers and the supervisors. In item number 2, teachers and supervisors were asked if supervisors do not have high experiences on the school based supervision. The data resulted to a mean of 2.29, standard deviation of 0.946 (low variation of scores) for the teachers and a mean of 1.69, standard deviation of 1.032 (low variation of scores) for the supervisors. The significance level p=0.035499 lesser than the 0.05, this indicates that there is a significant difference in the perception of the teachers and the

supervisors. In item number 3, teachers and supervisors were asked if supervisors have not taken relevant trainings on supervision and instruction. Results of the data analysis showed a mean of 2.43, standard deviation of 0.891 (low variation of scores) for teachers and a mean of 1.69, standard deviation of 0.961 (low variation of scores) for the supervisors. The significance level p=0.005926 lesser than the 0.05 which indicates that there is a significant difference in the perception of the teachers and the supervisors. Item number 4 asked if supervisors were overloaded with classroom activities and administrative tasks. The data resulted to a mean of 3.07, standard deviation 0.892 (low variation of scores) for teachers and a mean of 3.54, standard deviation of 1.330 (low variation of scores) for supervisors. The significance level p=0.035844 lesser than the 0.05, this indicates that there is a significant difference in the perception of the teachers and the supervisors. Item number 5 tackled about teachers' resistance to supervisory practices. The data resulted to a mean of 2.52, standard deviation of 1.499 (low variation of scores) for teachers and a mean of 2.46, standard deviation of 1.127 (low variation of scores). The significance level p=0.664242 greater than the 0.05 which indicates that there is no significant difference in the perception of the teachers and the supervisors. Item number 6 tackled about supervisors being perceived as fault finders. The data showed a mean of 2.68, standard deviation 1.126 (low variation of scores) for teachers and a mean of 3.77, standard deviation 1.121 (low variation of scores). The significance level p=0.350899 greater than the 0.05, this indicates that there is no significant difference in the perception of the teachers and the supervisors. Item number 7 dealt with the inadequate number of supervisors to assist teachers properly. The data resulted to a mean of 4.00, standard deviation 0.869 (low variation of scores) for teachers and a mean of 3.62, standard deviation of 1.121 (low variation of scores). The significance level p=0.004216 lesser than the 0.05, this indicates that there is a significant difference in the perception of the teachers and the supervisors. Item number 8 dealt with the lack of relevant supervision manual in the school. The data analysis resulted to a mean of 3.08, standard deviation of 1.176 (low variation of scores) and a mean of 2.46, standard deviation of 1.050 (low variation of scores). The significance level p=0.072047 greater than the 0.05, this indicates that there is no significant difference in the perception of the teachers and the supervisors. Item number 9 asked the insufficient budget allocated to the supervisory program in the school. The result showed a mean of 3.01, standard deviation of 0.815 (low variation of scores) for teachers and a mean of 2.77, standard deviation of 0.927 (low variation of scores). The significance level p=0.168224 greater than the 0.05, this indicates that there is no significant difference in the perception of the teachers and the supervisors. And finally item number 10 inquired about the lack of follow up activities of teachers by the supervisors. The data analysis resulted to a mean of 4. 02, standard deviation of 0.865 (low variation of scores) for teachers and a mean of 2.15, standard deviation of 0.689 (low variation of scores). The significance level p=0.000154 lesser than the 0.05, this indicates that there is a significant difference in the perception of the teachers and the supervisors. Since 5 out of the 10 predetermined challenges resulted to a p values lesser than the 0.05 level of significance set by the study, the null hypothesis is rejected. This entails that there is a significant difference in the perception of the teachers and supervisors on the challenges in implementing school based supervision.

Table 7. t -Test results comparing the perception of teachers and supervisors on the challenges in implementing school-based supervision

	Challenges in the Implementation of School-based Supervision	Respondents	$\bar{x}$	SD	P-value	Interpretation
1	Supervisors are not competent enough to help other teachers	Teachers	2.11	0.957	.079733	Not significant
		Supervisor	1.77	0.855		
2	Supervisors do not high experiences on the practice of school based supervision	Teachers	2.29	0.946	.035499	Significant
		Supervisor	1.69	1.032		
3	Supervisors have not taken relevant trainings on supervision of instruction	Teachers	2.43	0.891	.005926	Significant
		Supervisor	1.69	0.961		
4	The supervisors are overloaded with classroom activities and administrative tasks	Teachers	3.07	0.892	.035844.	Significant
		Supervisor	3.54	1.330		
5	Teachers are resistant against the supervisory activities	Teachers	2.52	1.499	.664242	Not Significant
		Supervisor	2.46	1.127		
6	Teachers perceive supervisors as fault finder rather than assisting them	Teachers	2. 68	1.126	.350899	Not Significant
		Supervisor	3.77	1.121		
7	There is inadequate number of supervisors to assist the school teachers properly	Teachers	4.00	0.869	.004216	Significant
		Supervisor	3.62	1.121		
8	There is lack of relevant supervision manual in the school	Teachers	3.08	1.176	.072047	Not Significant
		Supervisor	2.46	1.050		
9	There is insufficient allocated budget for the supervisory program in the school	Teachers	3.01	0.815	.168224	Not Significant
		Supervisor	2.77	0.927		
10	There is lack of follow up of the activities of teachers by the supervisors	Teachers	4.02	0.865	.000154	Significant
		Supervisor	2.15	0.689		

4. Findings

Research objective 1 sought to find out the level of agreement on the challenges in the implementation of school – based supervision as perceived by the teachers and supervisors. The study revealed that teachers agree on the inadequate number of supervisors to assist the teachers and the lack of

follow – up of the activities of the teachers by the supervisors. This indicates that the inadequacy of school supervisors results to lack of instructional support and follow – up activities to the teachers by the supervisors. For the supervisors, the findings revealed an agreement that there is overloading of classroom activities and administrative tasks on the supervisors. Furthermore, they also agreed that there is inadequacy of number of supervisors and the teachers' attitude towards the supervisor are the challenges in the implementation of school – based supervision.

These findings are in line with the views of Mamo & Nigussa (2019) who found that one of the major problems in supervision is that there is a few number of supervisors which consequently, results to lack of instructional support. A similar study conducted by Abdeta (2018) also showed that the absence of follow-up activities of teachers and the giving of timely feedback are the challenges that occur in the practice of school-based supervision.

The results are also in consonance with that of Weerakoon (2017) who found out that one of the major problems faced by school supervisors are the administrative load delineated to them. Also, in support of the result, Terra & Berhanu (2019) found out that teachers view supervisors as fault finders and that this negative perception of teachers towards school-based supervision was due to lack of awareness on the importance of supervision.

Research Objective 2 sought to find out the extent of influence of the challenges in the implementation of school-based supervision. Findings revealed that for the teachers the inadequate number of supervisors to assisting the teachers and the lack of follow – up of the activities of the teachers by the supervisors are the influential challenges in the implementation of the school based supervision. This indicates that the inadequacy of school supervisors results to lack of instructional support and follow – up activities to the teachers by the supervisors. On the other hand, for the supervisors the inadequacy of number of supervisors and teachers' attitude towards the supervisor are the influential challenge in the implementation of school – based supervision.

Research objective 3 sought to find out the difference between the perception of the teachers and supervisors on the challenges in implementing school-based supervision. The analysis revealed that there was a significant difference in the perceptions of the two groups in terms of the experiences and trainings attended by supervisors relative to school-based supervision. Furthermore, findings revealed a significant difference in the perception of the teachers and supervisors on the challenges such as overloading of tasks to supervisors, inadequate number of supervisors to assist the teachers and the follow up activities conducted by supervisors.

5. Conclusion

In light of the findings derived from the study, the following conclusions were drawn:

5.1 For the level of agreement, teachers come to an agreement that there is an inadequate number of supervisors and lack of follow up activities on the part of the supervisors. On the other hand, School Supervisors reached agreement that there is overloading of tasks to supervisors, that there is a misperception of supervisors as fault finders, and that there is inadequate number of supervisors.

5.2 For the extent of influence, teachers consider the inadequate number of supervisors and the lack of follow up activities by the supervisors as a significantly influential challenge in the implementation of school-based supervision. However, for the supervisors, they consider the overloading of tasks, inadequate number of supervisors and misperception of supervisors as fault finders as the significantly influential challenges in the implementation of school-based supervision.

5.3 Furthermore, the study concludes that there is a significant difference in the perception of teachers and supervisors on the challenges in the implementation of school-based supervision. Generally, the result of the study revealed that the influential challenges of the implementation of school – based supervision are: inadequacy of school supervisors resulting to lack of instructional support to teachers; the focus of supervisors on administrative tasks rather than on pedagogical support; and the negative perception of teachers on supervision.

6. Recommendation

In the view of the foregoing findings and conclusions, the study recommends that supervisors' administrative workload should be reduced or decentralized to provide sufficient time to participate effectively in the instructional supervisory roles. Moreover, there should be good rapport between supervisors and teachers for supervision to be friendly and positive.

However, the study still has limitation that should be addressed for future research. Generalization of the results of the study is restricted because of the specific domain of the study, the Eastern Samar National Comprehensive High School and the number of respondents of the study. According to Frost (2020), failure to reject the null hypothesis indicates that the sample did not provide sufficient evidence to conclude that significant difference exists. This can be cause by a sample size that was too small to detect the difference, a variability in data and other intervening factors. The small amount of data may led to inadequate statistical power to detect differences. Thus, the study suggests that an ample number of respondents especially on the supervisors group may be included.

Therefore, future studies should focus their investigation on the challenges of school – based supervision in other schools and to provide a larger number of respondents that will reflect the current status or condition of the whole population.

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