

Supervisory Needs of Schools in Bongao Island

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Abstract

This study investigated the supervisory needs of schools in Bongao Island, Tawi-Tawi, focusing on human resource development, school head qualifications, school facilities, and technology integration. It employed a non-experimental, explanatory sequential mixed-methods research design involving school heads and teachers as respondents. Quantitative data were gathered through research instruments using a Likert scale, while qualitative data were obtained through interviews. The data were analyzed using SPSS version 25, descriptive statistics, non-parametric tests, regression analysis, the general linear model, and Cronbach's alpha reliability testing. Findings showed high internal consistency across the four supervisory dimensions, with Cronbach's alpha values ranging from .906 to .982. Respondents gave generally high ratings to all dimensions, with School Head Qualification receiving the highest overall mean and Technology Integration receiving the lowest, although still positive. Regression results showed that age had a negative significant relationship with Human Resource, while years of experience had a positive significant relationship. Gender significantly affected Technology Integration, and the interaction between gender and educational background was also significant. Qualitative findings revealed continuing needs in teacher support, professional development, fair supervision, leadership competence, facility maintenance, resource allocation, stakeholder collaboration, technology access, and ICT capability-building. The study concluded that supervisory needs in Bongao schools are shaped by human resource support, leadership capacity, facilities, and digital readiness. Further research was recommended to examine these relationships more deeply and identify other factors influencing supervisory perceptions. The study supports SDG 4, Quality Education; SDG 9, Industry, Innovation and Infrastructure; SDG 16, Peace, Justice, and Strong Institutions; and SDG 17, Partnerships for the Goals. Its sustainability impact lies in strengthening educational governance, institutional planning, teacher development, safe learning environments, community collaboration, and technology-supported learning in Bongao schools.

Keywords: Educational Governance, Human Resource Development, School Facilities, School Head Qualifications, School Supervision, Stakeholder Collaboration, Supervisory Needs, Technology Integration

1. Introduction

Education remains a central foundation for individual growth, social stability, and community development. In Bongao Island, where learners come from diverse cultural backgrounds, the quality of education is strongly shaped by the supervisory capacity, leadership practices, school facilities, human resource development, and technology readiness of schools. This study focuses on the supervisory needs of schools in Bongao, Tawi-Tawi, particularly in relation to how school leaders and supervisors can support effective management, teacher development, learning environments, stakeholder linkages, and overall school performance.

1.1 Supervisory Needs of Schools in Bongao, Tawi-Tawi

Schools in Bongao, Tawi-Tawi operate within a multicultural and geographically distinct context that requires responsive supervision and institutional support. School supervisors, as stipulated by Republic Act No. 9155, hold authority, responsibility, and accountability for managing school affairs. Their responsibilities include ensuring pupils' learning outcomes, supporting teachers' personal and professional development, establishing a conducive learning environment, maintaining linkages with internal and external stakeholders, and improving overall school performance. Bongao, Tawi-Tawi, as part of the BARMM region, has both public and private schools that encounter distinct needs requiring intensive monitoring and government support. This study aims to provide feedback to the MBHTE in Bongao to assist in supervising, managing, and designing programs that respond proactively to school needs. The study may also guide school supervisors in planning educational support and serve as baseline data for future studies related to school supervision and development.

1.2 Human Resource Development as a Supervisory Need in Schools

The related literature highlights four major themes relevant to school supervision: human resource development, school head qualifications, school facilities, and technology integration. Human resources are considered essential to organizational performance because people make decisions, manage operations, handle communication, and sustain organizational functions. Drucker (1954) introduced the term "human resources" in relation to management operations and

directing people in their work, while human resources are viewed as irreplaceable organizational assets because of their role in decision-making and operations (Haslinda, 2009). As organizations became more employee-centered, human resource management shifted toward developing competent, knowledgeable, and career-oriented personnel through Human Resource Development (HRD) (Thoman & Lloyd, 2018).

1.3 School Head Qualifications and Leadership Capacity

School leadership is also central to the effective operation of schools. The school head is responsible for both academic and administrative functions and is expected to act as a director, planner, and decision-maker (Gumus, 2019). Effective school heads also use collaboration as a leadership strategy by forming teams to examine proposals and strategies (Chen et al., 2007). In addition, school heads shape school culture and climate by providing vision, guiding change, communicating goals, and engaging stakeholders. They are expected to be visionary leaders (Leithwood, Harris, & Hopkins, 2008), managers of change in dynamic school environments (Fullan, 2001), effective communicators of school goals (Robinson, Lloyd, & Rowe, 2008), and listeners who remain open to feedback and dialogue (Hargreaves & Fink, 2006).

1.4 School Facilities and Conducive Learning Environments

School facilities form another important dimension of supervisory need. The physical condition of school facilities is positively related to student achievement (Earthman, 2002; Barrett et al., 2015), while facilities maintenance contributes to clean, safe, and appropriate learning environments (Szuba & Young, 2003). Well-maintained facilities can improve students' motivation and engagement (Uline & Tschannen-Moran, 2008), while flexible spaces can support collaborative and active learning (Blackmore, Bateman, Loughlin, O'Mara, & Aranda, 2011). In contrast, poor facilities, including inadequate lighting, poor air quality, and excessive noise, can negatively affect students' health and learning (Mendell & Heath, 2005).

1.5 Technology Integration and Teacher ICT Capability

Technology integration is likewise significant in modern education. Technology describes the interaction between human beings and an external world shaped by innovative tools and ideas, and in education, it involves the interaction of school communities with technology integration (Carroll, 2017). Teacher training in technology or ICT is linked to digital inequality and digital inclusivity among students (Kaarakainen et al, 2018). Strengthening teachers' technology capability through training enables them to use technology more appropriately and effectively in classroom instruction (Gibson, Stringer, Cotten, Simoni, O'neal, & Howell-Moroney, 2014).

1.6 Research Gaps and Rationale for Supervisory Support in Bongao Schools

Although the literature discusses human resource development, school leadership, facilities, and technology integration, the specific supervisory needs of schools in Bongao, Tawi-Tawi require focused investigation. The local context of Bongao, with its multicultural learners and island-based educational conditions, calls for evidence that can guide MBHTE, school supervisors, and school leaders in planning and implementing responsive programs. The rationale of the study is to generate feedback that may help MBHTE in Bongao strengthen supervision, school management, and program design. It also seeks to support school supervisors in identifying educational needs, improving leadership practices, strengthening learning environments, and addressing institutional concerns. The findings may further serve as baseline data for future research on school supervision and educational improvement.

1.7 Alignment of School Supervisory Needs with Relevant Sustainable Development Goals (SDGs)

This study aligns most directly with SDG 4 – Quality Education because it focuses on improving school supervision, leadership, teacher development, learning environments, and school performance. By identifying supervisory needs, the study supports efforts to strengthen educational quality and ensure that schools are better prepared to respond to learners' needs. The study also relates to SDG 9 – Industry, Innovation and Infrastructure because it discusses the importance of school facilities and technology integration in supporting effective teaching and learning. The emphasis on safe, clean, flexible, and appropriate facilities, as well as teacher training in technology or ICT, connects the study to educational infrastructure and innovation. In addition, the study may support SDG 16 – Peace, Justice, and Strong Institutions through its focus on accountability, responsibility, school governance, and institutional performance under Republic Act No. 9155. It may also relate to SDG 17 – Partnerships for the Goals because school supervisors are responsible for maintaining networking and linkages with internal and external stakeholders.

1.8 Importance of School Supervision to Multidisciplinary Sustainability

The study contributes to educational sustainability by identifying school needs that can guide supervision, leadership, teacher support, and learning environment improvement in Bongao, Tawi-Tawi. It also supports institutional sustainability by helping MBHTE and school supervisors develop more responsive programs based on the actual needs of schools. The study has relevance to socio-economic and community sustainability because education is connected to individual development, social stability, and community progress. It also contributes to technological sustainability by emphasizing

the role of teacher training in technology integration and digital inclusivity. Moreover, its focus on facilities and safe learning environments supports public health and infrastructure-related sustainability within schools. Through these areas, the study provides a multidisciplinary basis for strengthening schools, improving supervision, and sustaining quality education in Bongao.

2. Material and methods

2.1 Research Design

The study employed a non-experimental, explanatory sequential mixed-methods research design to investigate the supervisory needs of schools in Bongao Island, as perceived by school heads and teachers (Creswell, 2014). This design allowed the researchers to gather quantitative data first, followed by qualitative data through interviews to further explain the findings.

2.2 Locale of the Study

The study was conducted in schools situated on Bongao Island, Municipality of Bongao, Province of Tawi-Tawi.

2.3 Respondents of the Study

The respondents of the study were school heads and teachers in Bongao Island. Their perceptions served as the basis for identifying the supervisory needs of schools.

2.4 Sample and Sampling Procedure

The study involved school heads and teachers who participated by answering the research instruments and interviews.

2.5 Research Instrument

The study used research instruments and interviews to collect data on the supervisory needs of schools. A Likert scale was utilized to evaluate the perceived challenges and effectiveness of school supervision.

2.6 Data Gathering Procedure

After obtaining permission from their Research Adviser, the researchers coordinated with school principals for the conduct of data collection. Data were gathered through research instruments and interviews administered to the respondents.

2.7 Data Analysis Techniques

The collected data were analyzed using SPSS version 25. Descriptive statistics and non-parametric tests were used in the initial analysis, while the profiles of school principals and teachers were summarized using frequencies, percentages, medians, and interquartile ranges. The findings were interpreted and summarized through descriptive statistics. Regression analysis and the general linear model were also employed for deeper analysis, while the reliability of the construct variables was tested using Cronbach's alpha.

3. Results and Discussion

3.1 Profile of School Principals and Teachers

3.1.1 Demographic and Professional Characteristics

The respondents consisted of 20 participants, composed of 5 males or 25% and 15 females or 75%. In terms of role, 5 respondents or 25% were school heads, while 15 or 75% were teachers. Regarding educational background, 2 respondents or 10% were undergraduates, 15 or 75% had master's degrees, and 3 or 15% had doctorate degrees. The participants had a mean age of 40.60 years with a standard deviation of 9.27, while their mean years of experience was 13.60 with a standard deviation of 9.45. These findings show that the respondents were mostly female, mostly teachers, and generally highly educated, with most having earned a master's degree. The age profile indicates a moderately varied group, while the years of experience suggest that participants had a relatively wide range of professional exposure. However, the small sample size limits the generalizability of the findings.

3.2 Quantitative Findings on Supervisory Needs

3.2.1 Reliability of the Supervisory Needs Questionnaire

The reliability analysis showed high internal consistency across the four dimensions of supervisory needs. Human Resource obtained a Cronbach's alpha of .976, School Head Qualification obtained .912, School Facilities obtained .906, and Technology Integration obtained .982. These values indicate that the items in each dimension were internally consistent and suitable for measuring the intended constructs. The findings suggest that the supervisory needs questionnaire had strong reliability across all dimensions. The very high reliability scores for Human Resource and Technology Integration indicate excellent consistency among the items, while School Head Qualification and School Facilities also demonstrated good reliability. This supports the use of the instrument in assessing the supervisory needs of schools in Bongao Island.

3.2.2 Human Resource Needs

The Human Resource dimension obtained high mean scores across all ten items, ranging from 9.25 to 9.60. The total mean was 9.37 with a standard deviation of 1.10. The results indicate that participants generally expressed strong agreement or positive perceptions regarding the human resource aspects of school supervision. These findings imply that human resource concerns are strongly recognized as part of school supervisory needs. The relatively small standard deviations show that responses were generally consistent, although some variability was still present. Overall, the results suggest that human resource management, support, and development are important areas in school supervision.

3.2.3 School Head Qualification

The School Head Qualification dimension obtained very high mean scores, ranging from 9.65 to 9.90. The total mean was 9.76 with a standard deviation of .37. These results indicate highly positive perceptions of the importance of school head qualifications in effective school supervision. The low standard deviations suggest that the respondents had consistent views regarding the value of school head qualifications. This means that participants strongly recognized the importance of leadership competence, educational preparation, professional experience, and effective supervisory practices among school heads.

3.2.4 School Facilities

The School Facilities dimension also obtained high mean scores, ranging from 8.60 to 9.65. The total mean was 9.29 with a standard deviation of .79. The results show that respondents had generally positive perceptions of school facilities as an important dimension of supervisory needs. Although the overall perception was positive, some items showed greater variability, particularly the item with the highest standard deviation of 1.76. This suggests that while school facilities were generally rated highly, respondents may have had different experiences or observations regarding certain facility-related concerns. This dimension remains an important area for supervisory planning and improvement.

3.2.5 Technology Integration

The Technology Integration dimension obtained mean scores ranging from 8.45 to 9.00. The total mean was 8.73 with a standard deviation of 1.46. These results indicate generally positive perceptions of technology integration, although the mean scores were slightly lower compared with the other dimensions. The higher variability in this dimension suggests that respondents may have experienced differences in access, support, or implementation of technology in schools. While technology integration was recognized as important, the results imply that it may require further support, resources, and teacher capability-building to strengthen its use in teaching and learning.

3.3 Effects of Profile Variables on Supervisory Needs

3.3.1 Relationship of Age and Years of Experience with Human Resources

The regression analysis showed that age had a negative and statistically significant relationship with Human Resource, with an unstandardized coefficient of -.12, standardized coefficient of -1.04, t-value of -3.86, and significance level of .00. This means that as age increased, the predicted Human Resource score decreased. In contrast, years of experience had a positive and statistically significant relationship with Human Resource, with an unstandardized coefficient of .07, standardized coefficient of .62, t-value of 2.31, and significance level of .03. These findings indicate that age and years of experience were related to Human Resource perceptions in different directions. Age showed a stronger negative effect, while years of experience showed a positive effect. This suggests that experience may contribute positively to perceptions of human resource supervision, while age may be associated with lower ratings in this dimension.

3.3.2 Effects of Gender, Role, and Educational Background

The general linear model showed that gender, role, and educational background did not have significant main effects on Human Resource and School Head Qualification. For School Facilities, gender had a p-value of .07, indicating that it was not statistically significant, although it suggested a possible difference. For Technology Integration, gender had a statistically significant effect with a p-value of .03, and the interaction between gender and educational background was also statistically significant with a p-value of .01. These results suggest that most profile variables did not significantly affect supervisory need dimensions. However, gender appeared to be relevant in Technology Integration, and its effect may vary depending on educational background. This indicates that perceptions of technology integration may differ across respondent groups and may need closer attention in future supervisory planning.

3.3.3 Differences in Supervisory Needs by Gender, Role, and Educational Background

The Mann-Whitney U-test results showed no statistically significant differences in supervisory needs across gender, role, and educational background for Human Resource, School Head Qualification, School Facilities, and Technology Integration. The significance values for all comparisons were above the usual level of significance. These findings suggest that supervisory needs were generally perceived similarly across different respondent groups. Regardless of gender, role,

or educational background, participants expressed comparable views on the importance of human resources, school head qualifications, school facilities, and technology integration in school supervision.

3.4 Thematic Findings from School Heads

3.4.1 Human Resource Supervision

The school heads identified training and seminars, support, good management, room observation, healthy work environment, respectful interaction, motivation, good relationships, fair recruitment practices, specialization, regional office involvement, POSDCORB principles, empathy, humility, moral support, parent participation, and collaboration as important aspects of human resource supervision. They emphasized that effective supervision contributes to teacher development, retention, job satisfaction, staff selection, human resource management, and relationships between school staff and parents. These findings show that school heads view human resource supervision as both administrative and relational. Effective supervision is not limited to monitoring teachers but also includes professional support, emotional support, motivation, fair recruitment, and collaboration with parents and stakeholders. The results highlight the need for supervisors who can manage people effectively while sustaining a positive and supportive school environment.

3.4.2 School Head Qualifications and Good Supervisory Practices

The school heads reported that effective school supervision requires expertise, knowledge, experience, a master's degree, harmonious relationships, leadership skills, and the ability to set a good example. They also identified good supervisory practices such as promoting leaders, fostering open relationships, showing respect, providing recognition, sharing knowledge, building a good school culture, offering training, giving support, and inspiring teachers. These findings suggest that school head qualifications are viewed as essential to effective supervision. Formal education, professional experience, leadership ability, and interpersonal competence allow school heads to guide teachers, implement good practices, and create a supportive school culture. Continuous professional development through trainings, seminars, and workshops was also considered necessary to enhance school head qualifications.

3.4.3 School Facilities Supervision

The school heads stated that effective supervision supports the maintenance and improvement of school facilities by creating a good learning environment, ensuring enough rooms, prioritizing needs, managing the MOOE budget, dealing with limited resources, maintaining cleanliness and safety, employing janitors and security guards, planning extracurricular activities, providing funds, seeking help, and ensuring accessibility through collaboration, coordination, scheduling, and planning. These findings indicate that school facilities supervision requires resource management, planning, prioritization, and coordination. School heads recognized that safe, clean, adequate, and accessible facilities contribute to a conducive learning environment. However, the need for funds, personnel, and assistance shows that facilities improvement depends on both internal supervision and external support.

3.4.4 Technology Integration in Teaching and Learning

The school heads reported that digital technology is used mainly through computers, laptops, projectors, and ICT tools for lectures and learning activities. They recognized the role of technology in enhancing teaching and learning but provided limited specific examples of support for teachers, relevant teacher skills, or how technology-enhanced learning outcomes are achieved. These findings suggest that technology integration is acknowledged as important, but its implementation appears limited in detail. The results imply a need for clearer teacher support, professional development, coaching, mentoring, and skills development to help teachers integrate technology more effectively into classroom instruction.

3.5 Thematic Findings from Teachers

3.5.1 Human Resource Supervision

The teachers reported that effective supervision contributes to professional development through motivation, facilitation, feedback, and alignment with school needs. They also emphasized that supervision supports teacher retention and job satisfaction through good relationships with school heads, support, guidance, feeling valued, and opportunities for growth. In recruitment and selection, teachers highlighted satisfaction with school heads and fair treatment by the Regional office (BARM). They also identified honesty, transparency, good behavior, commitment to professional development, fairness, communication, support, collaboration, social skills, good habits, and emotional well-being as important elements of effective supervision. These findings show that teachers value supervision that is supportive, fair, transparent, and development-oriented. Effective human resource supervision strengthens teacher confidence, job satisfaction, professional growth, and trust in school processes. It also improves relationships between school staff and parents through communication, collaboration, and support.

3.5.2 School Head Qualifications and Supervisory Competence

The teachers identified qualifying exam and eligibility, master's degree, experience, vision and mission, updated knowledge, skills, curriculum awareness, proper coordination, policy compliance, classroom observation, monitoring, support, communication, care for subordinates, competence, and leadership skills as important qualifications and practices

of school heads. They also emphasized that school heads should motivate, encourage, and support teachers in attending trainings and seminars. These findings suggest that teachers associate school head qualifications with both formal credentials and practical leadership behaviors. Qualified school heads are expected to communicate effectively, support teachers, comply with policies, monitor instruction, and create opportunities for professional growth. Teachers also viewed leadership development programs, knowledge resources, expertise, and experience as necessary supports for enhancing school head qualifications.

3.5.3 School Facilities Supervision

The teachers reported that effective supervision contributes to school facility maintenance through collaboration, seeking assistance, creating a good learning environment, and prioritizing needs. They emphasized the proper allocation and utilization of the MOOE budget, the importance of janitors and security guards, the challenge of limited human resources, and the need for planning, management, assistance, funds, scheduling, collaboration, and recommendations to ensure inclusive and accessible school facilities. These findings indicate that teachers view school facilities supervision as a shared responsibility that requires planning, resource management, and stakeholder collaboration. They also recognized that limited personnel and financial resources may affect cleanliness, safety, maintenance, extracurricular use, and accessibility. Effective supervision must therefore address both facility needs and resource limitations.

3.5.4 Technology Integration and Digital Learning Support

The teachers recognized the importance of digital technology in 21st-century teaching and learning but reported limited regular access to computers, laptops, and projectors. They also noted limited support for professional development, coaching, and mentoring. They emphasized that teachers need skills to use digital technology effectively, although specific skills were not fully identified. Student digital learning activities were not conducted regularly because of limited resources, and the achievement of technology-enhanced learning outcomes was hindered by lack of support and resources. These findings suggest that teachers are aware of the value of technology integration but face practical barriers in implementation. Limited equipment, irregular access, and insufficient professional support restrict the use of digital tools in teaching and learning. Addressing these concerns through resources, training, and continuous support may help teachers use technology more effectively and improve student learning outcomes.

3.6 Overall Discussion of Supervisory Needs

The overall findings show that the supervisory needs of schools in Bongao Island are centered on human resource support, school head qualifications, school facilities, and technology integration. Quantitative findings showed generally high ratings across all dimensions, with School Head Qualification receiving the highest overall mean and Technology Integration receiving the lowest, although still positive. Reliability results confirmed strong internal consistency across all dimensions. The qualitative findings from school heads and teachers support the quantitative results by showing that supervision is viewed as essential to teacher development, staff motivation, leadership effectiveness, facilities management, stakeholder relationships, and digital readiness. While respondents generally expressed positive perceptions, the findings also point to continuing needs in facilities, human resources, professional development, technology access, and supervisory support. These areas should be considered in planning programs and interventions for schools in Bongao Island, Tawi-Tawi.

4. Conclusion & Recommendations

The study concludes that teachers' perceptions of supervisory needs are influenced by age, years of experience, gender, and educational background. Younger teachers and those with more experience showed more positive perceptions of Human Resources, indicating that age and professional experience may shape views on the work environment and professional development opportunities. Gender and the interaction between gender and educational background significantly influenced perceptions of School Facilities and Technology Integration, but not Human Resources and School Head Qualification. However, no significant differences were found in the overall distribution of perceptions across gender, role, and educational background.

Further research should be conducted to examine these relationships in greater detail and identify other possible factors that may influence teachers' perceptions of Human Resources, School Head Qualification, School Facilities, and Technology Integration. Expanding future studies may help provide a clearer understanding of supervisory needs and the factors that shape teachers' views within school settings.

The findings of the study are limited to the specific sample included in the research and may not be generalizable to a larger population. Therefore, the results should be interpreted within the context of the respondents and setting of the study.

Compliance with ethical standards

The study was conducted using research instruments and interviews with school heads and teachers in Bongao Island. Prior to data collection, the researchers obtained permission from their Research Adviser and coordinated with school principals for the conduct of the study. No additional ethical procedures were stated in the provided text.

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