

KNOWLEDGE, SKILLS, AND ATTITUDE (KSA) OF INSTRUCTIONAL LEADERS MANAGING CITY PUBLIC SECONDARY SCHOOLS IN ONE PROVINCE IN THE PHILIPPINES

JOEL J. VALENZUELA, Ed.D.
<https://orcid.org/0000-0002-4492-1878>
joel.valenzuela003@deped.gov.ph
Schools Division of Biñan City
Biñan City, Laguna, Philippines

DOI: <https://doi.org/10.54476/ioer-imrj/45297>

ABSTRACT

As instructional leaders, knowledge, skills, and attitudes (KSA) play a vital role in managing the city's public secondary school. The effectiveness and quality of management of people and resources are the accountability of a school leader. If the resources of the school are utilized in all undertakings and the decision-making is always in accord with the guidelines, there is a possibility of effective management and delivery of instruction to the learners. This study aimed to determine the KSA of the school heads as instructional leaders in managing city public secondary schools in Laguna Province and ascertained its relationship to the level of school performance. The descriptive method using the self-structured questionnaires was used to gather the data from 59 school heads and 1,194 teacher respondents from five-component cities in the province. The frequency and percentage were employed to determine the demographic profile and status of programs and projects, while the mean and standard deviation for the level of school performance. The multiple regression analysis was used to know the relationship between knowledge, skills, and attitude (KSA) to school performance. Findings revealed that respondents have a high level of KSA, and it has a significant relationship with the school level of performance. Relative to the findings, instructional leaders may provide dynamic and flexible leadership, as a person responsible for shaping the school curriculum. More so, they should be capable of formulating schools' vision and mission, where developmental supervision, monitoring, and evaluation are necessary to sustain best practices including communication and linkages, utilizing resources to improve the level of school performance.

Keywords: Knowledge, Skills and Attitude, Instructional Leaders, school performance, instructional supervision, linkages, and partnership.

INTRODUCTION

An idea about the beauty of music is articulated in one of the DepEd's modules (IEXCELS 2009), which explains that good music produces beautiful sounds. When different instruments are played together, beautiful music came out. There is someone who carefully arranges and put together the music. He is the maestro. He orchestrates the different instruments through the motion of his hands to produce the

music with a good melody and harmony. The orchestra cannot play without a maestro, and beautiful music cannot be created without each musician playing an important role. The sounds that are so sweet to listen to cannot be played without each player playing their best to produce beautiful music.

In the school environment, the school is made up of different units, the teaching and non-teaching personnel, students, parents, and the members of the community. Those are a group of

people known as internal and external stakeholders. They are a group of people with distinct characteristics to which, if no one guides them, success in the organization may not be possible or it may be difficult to achieve.

The school head as an instructional leader is considered a conductor or a maestro who leads so many roles and functions in the school. As a prime mover with the knowledge, skills, and attitude, he/she magically directs and manages these groups of people to work together harmoniously to produce better output bringing the school to an institution that according to the Southeast Asian School leaders, viewed school as the training center that has the following goals: developed independent thinking through the use of different teaching strategies; motivated and engaged students to look forward to school and learning; trained to motivate teachers to look after the needs of learners; engaged the parents and community as partners; these leaders viewed also that effective school leadership includes instructional supervision; making a school is safe and well-maintained learning environment, and sustain a school culture and climate conducive to learning.

Observations viewed such as these, create an expectation that there is a need to provide instructional leaders with continuous education to enhance their leadership in managing the school as contained in DepEd Order No. 9155 Governance of Basic Education, (Sec 7) expound the powers, duties, and functions of the school head emphasizing their authority, accountability, and responsibility in doing all their tasks as a school manager.

To ensure that authority, accountability, and responsibility are being practiced effectively in management operations by the school head, they must undergo workshops and training as stipulated in RA 10533, to enhance their skills in their roles as an academic administrator and community leaders. Thus, DepEd Memorandum no. 192, s. 2016 implement school heads' development program foundation course: The school heads' development plan is intended to improve the capacity of the school heads to manage the school in terms of utilization of MOOE, implementation of curriculum, and other related tasks.

Relatively, Tucker and Coddling (2003) highlighted the accountability of the principal and their responsibilities as school managers. They discussed the challenges that school principals are facing. The challenge that the expectation of which the principal will lead the school to levels of student achievement that are unprecedented for that school, for the student from that social background, for children for whom English is not their native language, with meager budgets. All of these are expected of them as they manage the school. For these reasons, Tucker and Coddling suggested that career advancement for principals is very important just like other business executives to be prepared for the job they have chosen.

Mestry et.al (2007) in their paper entitled Continuing Professional Development for Principals: A South African perspective, encouraged principals to advance in career development. The task of being a principal is demanding, requiring energy, drive and many personal qualities and attributes, Principals involved in the day-to-day management of their schools, need to take time to reflect on their personal growth as leaders and managers. Developing principals and providing them with the necessary knowledge, skills, values, and attitudes become increasingly important as the dynamic and changing educational culture becomes increasingly difficult.

As part of continuing professional development, Halawak (2005) shared the results of her study on the "The relationship between effective communication of high school principal and school climate". Halawak said, that effective communication is one critical characteristic of an effective and successful principal. Research on effective schools and instructional leadership emphasizes the impact of principal leadership on creating a safe and secure learning environment and a positive nurturing school climate. As mentioned, after the conduct of the study, results indicated that school climate is positively associated with the principal's communication effectiveness. A better climate school was expected in schools where effective communication between the school principal and his/her teachers exists.

As a school leader, it is very important to manage the school with knowledge and understanding in terms of its context, and with adherence to the guidelines and policies for better management output. It is in this premise that the proponent of this research wishes to determine the knowledge, skills, and attitude (KSA) of instructional leaders and their relation to the management level of school performance.

OBJECTIVES OF THE STUDY

The ultimate purpose of this study is to determine the knowledge, skills, and attitude (KSA) of instructional leaders and their relation to the management performance of City Public Secondary Schools in Laguna. Specifically, this study answers the following queries on the demographic profile of the instructional leaders; the status of instructional leadership support to programs, projects, practices, linkages, and partnerships of the school; the level of management knowledge, skills, and attitude about curriculum leadership, instructional supervision, school management, communication, and community relations; the level of school performance in terms of students' academic and teachers' performance, parents' participation and community involvement, programs and projects, awards and recognition, and students' progress. This study aimed also to determine the significant relationship between the demographic profile of instructional leaders and the management level of school performance.

METHODOLOGY

This study employed the descriptive method of research. This method was used to describe the nature of work of the school leaders where the study is being conducted and at the same time determine the relationship of their knowledge, skills, and attitude on various indicators. The proponent utilized this mechanism to observe and understand the specific work of the department heads, master teachers, teacher-in-charge, officer-in-charge, and principals who were assigned to function as instructional leaders and gather information in terms of their characteristics relative

to their knowledge, skills, and attitude (KSA) as instructional leader in managing city public secondary schools in Laguna.

A self-structured questionnaire was utilized for the study. The structured survey form consisted of six parts. 1) the demographic profile of the respondents; 2) the status of instructional leadership support; 3) the level of management knowledge, skills, and attitude (KSA) of the respondents; 4) the survey about the level of school performance; 5) the demographic profile of instructional leaders and its relationship to the level of school performance; and 6) the knowledge, skills, and attitude (KSA) of instructional leaders, its significant relationship to the level of performance and other indicators.

The questionnaire was crafted and validated by experts. After it was tested, the questionnaires were distributed to fifty-nine (59) school heads and one thousand one hundred ninety-four (1194) teachers. Using the sloven's formula the respondents were randomly clustered as Junior High School, Integrated National High School, and Stand-Alone Senior High School located in five (5) city divisions in Laguna.

The study employed the statistical treatment for interpretation and analysis of the data gathered. Frequency was utilized to determine the distribution of respondents' profiles as to age, gender, civil status, educational attainment, training and seminars, and length of service. The mean and standard deviation were used for the level of management KSA and level of school performance. While the stepwise multiple regression analysis was used to determine the significant relationship between the demographic profile of instructional leaders and the level of school performance, the significant relationship between knowledge, skills, and attitude (KSA) of instructional leaders and the level of school performance in various indicators.

RESULTS AND DISCUSSIONS

1. Demographic profile of instructional leaders in reference to age, gender, civil status, educational attainment, training and seminars, and length of service

Based on the results of the study, most of the instructional leaders are in their middle age ranging from 42 to 50 years old as represented by the frequency of 29 out of 59 respondents or 49.15%. Most of them are female with a frequency of 43 out of 59 or 72.81%. 51 out of 59 or 86.44% are married, and 23 out of 59 or 38.98% are full pledge principals with the designation of Principal-I, Principal-II, Principal-III, and Principal-IV. In terms of educational attainment, most of them are master's degree holders with earning units in doctoral. 17 or 28.8% of instructional leaders attended district-level training while the majority of them are in active service with 7-10 years as principal of city public secondary schools.

Relative to the study of Villafuerte (2004) as cited by De Jesus (2016), it was found that most of the school heads acquired specialization in educational management and were able to earn teaching experience for a couple of years. Aside from teaching experience, they were able to involve also in several organizations known as national, regional, and districts. Because of their active participation in various seminars, they were able to accumulate, or file-up significant certificates related to their specialization. This means that it mattered a lot when a school head acquired several years in managing the school.

Ratnakumar Rheuben et al., (2020), on Gender Diversity's Effect on Country's Productivity detailed the effects of an aging society on the USA's economic productivity. Their study reveals that the older employees were more productive than the younger employees, making lesser mistakes and errors. According to Borsch-Supan et. al, (2013) in the study of "Productivity and Age: evidence from work teams at the assembly line, shows that the average age productivity profile of individual workers is increasing until age 65. Their productivity is measured thru the frequency of errors being made, and older workers' competence is calculated by their ability to avoid severe errors. This further suggests that older workers can grasp difficult situations and then concentrate on vital tasks. Thus, older workers are more cautious in making things done because they are knowledgeable and skillful. Hence, this idea supports the claim that an effective school head makes the school goal-oriented and productive.

This means that school heads' age is very significant that can influence the academic performance of students to the extent that as they age, they become more rational. They become firm in deciding as to what is good for the enhancement of the academic performance of the students. Their experiences as a school head, helped them become knowledgeable in terms of managing the teaching-learning process to improve students' performance, and the overall conduct of programs, projects, and activities that promote the success and development of the school.

2. Status of instructional leadership support in relation to programs and projects, instructional and supervision practices, students' awards and recognition, teachers' awards and recognition, linkages, and partnership

Five indicators were measured as to the status of instructional leadership support in terms of programs and projects, instructional supervision practices, students' awards and recognition, teachers' awards and recognition, and linkages and partnerships.

As to instructional leadership support to programs and projects, the top three priorities with the highest frequency are the SBM program with 35.59%; continuous improvement plan with 28.81%; and the reading program with 20.30%. This result shows that the SBM program, continuous improvement, and reading program were the priority activities of the instructional leader as manager of the school. Elec (2017) in the study on management functions of the school heads and school performance of the public elementary school, summarized her findings that as to the level of SBM practice, school heads showed almost always effective with all their indicators, such as leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. From these findings, she further recommends that school heads may consider the enhancement of their leadership skills to ensure efficient and effective school management. Moreover, they may consider alternative resource allocation for the budgetary requirements of various school activities

vis-à-vis teaching and learning effectiveness; and The SBM practices strictly be followed to improve school performance indicators and managerial functions of school heads.

As to instructional leaders' support to instruction and supervision support practices, observing classes and providing technical assistance with 57.63%, monitoring teachers' attendance with 23.70%, and checking lesson plans with 23.03% are the highest priorities. This result implies that school principals perfectly utilized their functions as instructional leaders to improve the teaching-learning process. Igwe (2001) as cited by Tambare et al., (2016) emphasized that supervision means directing, overseeing, and guiding the curriculum implementation, for it directly or indirectly affects them as supervisors. Highlighted in their research are the reasons enumerated from the study which include the learners as the center of the curriculum; the teacher as curriculum developers, and implementers in the teaching-learning processes in the school.

As to instructional leaders' support for students' awards and recognition, the major three indicators are academic quiz bees with 42.37%, sports competitions with 37.29%, and poster-making contests with 20.34%. While instructional leaders support teachers' awards and recognition, the notable three support that obtained the highest percentage are the following: outstanding teachers' award 27.12%; loyalty award 33.90%, and scouting award 22 or 37.00%. This data shows how instructional leaders gave importance to the essence of awards and recognition of teachers and students. Teachers are likely to perform better if their accomplishments are appreciated and recognized by their school leaders. Likewise, students' awards like trophies, certificates, and medals for winning and participating in different competitions are the product of school performance that reflects teachers' performance. It signifies that the award and recognition are the implication of how the school heads are valuing and supporting the performance of teachers and are doing well in terms of staff development. The study by Bill Mulford (2003) on "School Leaders: Challenge Roles and Impact on Teachers and School Effectiveness" elaborates, that teachers

who feel valued and supported in their work by their school leaders were found likely to stay working together with their profession because they realized their work has a meaning and purpose, and they were given importance.

As to instructional leaders' support for linkages and partnership. Federated PTA with 18.64%, DSWD, school alumni association and private companies with 22.03%, and Public Education Service Office (PESO) with 16.95% emerged as the highest in the survey. These results showed that instructional leaders in the study were supportive of linkages and partnership. Bilbao et al. (2008) tackled stakeholders' leadership in curriculum implementation. Stakeholders were involved in many ways in the implementation of the curriculum. The learners, the teachers, and the school administrators provide leadership roles in shaping the school curriculum, the parents support the curriculum implementation, and members of the community such as retired employees, doctors, lawyers, and alumni members can be curriculum resources. The materials in the existing local community can also be the potential to support the need and other requirements in the implementation of the curriculum.

3. Level of management knowledge, skills, and attitude of instructional leaders that pertains to curriculum leadership, instructional supervision, school management, school communication, and school community relation

The school heads and teachers perceived a very high level on instructional leaders' level of management knowledge, skills, and attitude (KSA), as to curriculum leadership instructional supervision, school management, school communication, and school community relations as supported by its overall mean of 4.42, 4.47, 4.59, 4.43, 4.28 for school heads and 4.34, 4.36, 4.40, 4.40, 4.36, for teachers. This means school heads and teachers demonstrate a very high extent in all its indicators. It also appears that both the school heads and teachers have the same perception of giving importance to school improvement. This conforms in the

study of Everard, Morris, and Wilson (2004) on the relationship between the manager and the organization as an element of successful school management. The result of their studies showed that the organization whether it is a school, college, or university is expecting managers to do whatever is favorable for the organization. Specifically, the organization expected the manager to integrate resources in the effective pursuit of the organization's goal; the manager is expected to be an agent of effective change, and to maintain and improve its resources for the realization of the company's goal. This further explains that manager should utilize everything that he/she has for the success of the organization and at the same time make themselves available in disseminating information and advocate change.

4. Level of school performance in terms of students' academic performance, teachers' performance, parents' participation and community involvement, programs and projects, awards and recognition, and students' progress

There were ten indicators in six variables as assessed by the school heads and teachers. Both the school heads and teachers got a very high extent in all indicators as these were supported by their overall mean of 4.53, 4.48, 4.41, 4.50, 4.49, 4.53 for school heads and 4.48, 4.44, 4.36, 4.37, 4.42, and 4.40 for teachers. The constant result of their responses as indicated in their mean and standard deviation expressed that both the school heads and teachers in city public secondary schools in Laguna are aware of those indicators in relation to the level of school performance in terms of students' academic performance, teachers' performance, parents' participation and community involvement, programs and projects, awards and recognition, and students' progress.

5. Regression analysis of the instructional leaders' demographic profile and support on the school performance, students' academic performance, teachers' performance, parents' participation, and community

involvement, programs and projects, awards and recognition, and student progress

On regression analysis on Instructional leaders' demographic profile, 5 predictors such as age, civil status, designation, programs and projects, and teachers' awards as predictors are significant at 0.39 on the school performance as to students' academic performance. As to support on school performance to teachers' performance: 4 predictors such as designation, number of trainings, students' awards, and teachers' awards are school performance to teachers' performance are significant at 0.040. As to support of school performance to parents' participation and community involvement: 8 predictors such as age, sex, civil status, highest educational attainment, length of service, programs and projects, supervision practices, and linkages are found significant at 0.024. As to support school performance in programs and projects: 2 predictors such as designation and highest educational attainment are significant at 0.042. As to support the school's performance to awards and recognition: 2 predictors, such as age, and programs and projects, are significant at 0.034. As to support the school performance to students' progress: 6 predictors, such as designation, number of trainings, programs and projects, supervision practices, students' awards, and teachers' awards are significant at 0.036.

This means that all these variables on the instructional leaders' profile as predictors have a significant relationship with the school performance as to students' academic performance, teachers' performance, parents' participation, community involvement, programs and projects, awards and recognition, and student progress.

An example of this is that the higher the educational attainment achieved by the school heads the higher the probability of influence to improve those variables such as parents' participation, community involvement, and programs and projects.

6. Regression analysis of the instructional leaders' Knowledge, Skills, and Attitude

(KSA) on the school performance as to students' academic performance, teachers' performance, parents' participation and community involvement, programs and projects, awards and recognition, and students' progress

Based on regression analysis, of instructional leaders' knowledge, skills, and attitude (KSA), the five dependent variables such as; school communication, school community relation, instructional supervision, school management, and curriculum leadership, as predictors are found at a 0.000 level of significance on the school performance as to students' academic performance, Teachers' performance, parents' participation and community involvement, programs and projects, awards and recognition and student' progress. This means that, as the instructional leader increases his/her knowledge, skills, and attitude (KSA) on school performance as to school communication the probability of improvement in students' academic performance, parents' participation and community involvement, awards, and recognition, and students' progress is significant.

Arlestig (2007) made a study on principals' communication inside the schools. Her study stems from the idea that school leadership does not exist without communication. It is an important process inside the school and the most frequently used tool by organizational leaders. Leaders are decision-makers and change agents. These roles require the use of communication to develop shared meanings, search and use information effectively, and create and communicate visions to enhance an organization's future and guide it through eras of change. Men (2014) in "Strategic Internal Communication: Transformational Leadership, Communication Channels, and Employee Satisfaction", also cited that the more educators understand management crises, the more they appreciate the importance of communication in the process of solving the crisis in the organization. Morreale & Pearson (2008) clarified that communication matters a lot in every development, either individual or group because communication is the centrality of all disciplines.

CONCLUSIONS

After determining and analyzing the results presented on the significant relationship between instructional leaders' demographic profile and support and KSA on different variables, the following conclusion was drawn as follows: (1) There is a significant relationship between variables on the instructional leaders' demographic profile as predictors and support on the school performance that pertain to students' academic performance, teachers' performance, parents' participation and community involvement, programs and projects, awards and recognition, and student' progress. Therefore, the hypothesis is not sustained. This means that all these variables on the instructional leaders' demographic profile as predictors have a significant relationship with the school performance; (2) Knowledge, skills, and attitude (KSA) of instructional leaders on variables such as school communication, school-community relations, instructional supervision, school management, and curriculum leadership, as predictors have a significant influence on the level of school performance in various indicators such as students' academic performance, teachers' performance, parents' participation, and community involvement, programs and projects, awards and recognition, and students' progress. Therefore, the hypothesis is not sustained.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were presented: (1) Instructional leaders may invest in their education. Knowledge, skills, and attitude (KSA) are very important in dealing with people. As an instructional leader, continuing education such as attending graduate school, seminars, and training, will help the school heads learn innovations useful for leading teachers and managing other resources of the school; (2) Instructional leaders may strengthen support in all programs and activities focus on improving the performance of the school whether it is academics or non-academics; (3) Instructional leaders may give recognition to teachers and students as a way of acknowledging their innate potential, abilities, and dispositions.



Learners who feel good about their abilities and contribution to the school and community are more likely to be happy and motivated; (4) Instructional leaders may strengthen the practice of School-Based Management as the vehicle for instituting organizational practice and achieving organizational effectiveness in the school. SBM may work in terms of improving governance and achieving the success of the operation in the school; (5) Instructional leaders may adopt the concept of continuous improvement plan (CIP) as a process of research to institute innovations to improve management of instruction, assessment of learning outcomes, monitoring and evaluation, and technical assistance; (6) Instructional leaders may focus on students' and teachers' achievement to recognize their potentials and as a way of giving back the appreciation for bringing honors and prestige to the school; (7) Instructional leaders may focus on promoting linkages and partnership to improve the programs and projects, support students' outcomes and efficient use of school resources; (8) Instructional leaders may provide dynamic and flexible leadership, as a person responsible in shaping the school curriculum. They are leaders capable of formulating schools' vision and mission, where developmental supervision, monitoring, and evaluation are necessary to sustain best practices including communication and linkages, utilizing resources to improve school management; (9) Instructional leaders may continue strengthening the implementation of school programs and projects such as brigade eskwela, teacher-parent conferences, and home visitation, to improve parent participation and community involvement; (10) Instructional Leaders may suggest further study to deepen understanding of knowledge, skills, and attitude (KSA) as one of the significant factors that influence school performance.

REFERENCES

Arlestig, H., (2007) Principal's communication inside schools: a contribution to school improvement. *The Educational Forum* (Vol. 71, No. 3, Pp 262-273). <https://doi.org/10.1080/00131720709335010>

Bilbao, P. P., Lucido, P. I., Iringan, T. C., & Javier, R. B. (2008). Curriculum development. *Childhood Education*, 81(1), 33-35

Borsch-Supan, A. and Weiss, M (2013). Productivity and age: Evidence from work teams at the assembly line, Mannheim, Germany: Manheim Research Institute for the Economics of Aging. <https://doi.org/10.26481/umaror.2013009>

De Jesus, B. C., (2016)., Impact of leadership practices of school heads in public secondary schools' performance in the Division of Calamba City. Masters' Thesis, LSPU-Los Baños, Laguna, Philippines

DepEd Order No. 9155. Governance of Basic Education Act of 2001 (Republic Act No. 9155). <https://depedtambayan.net/republic-act-no-9155/>

Elec, G. A., (2017). Management functions of the school heads and school performance of public elementary schools in the province of Laguna. Dissertation, LSPU-Los Baños, Laguna, Philippines

Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*. Sage. <https://dx.doi.org/10.4135/9781446211427>

Halawak, I. (2005). The relationship between effective communication of high school principal and school climate. *education*, 126 (2), 334-346. <https://doi.org/10.2991/assehr.k.200130.168>

Igwe, S. O. (2001). Supervision, evaluation and quality control in education in Nwagwu, NA Current Issues in Educational Management in Nigeria. Benin City: AMBIK Press Ltd. <https://doi.org/10.9734/ajess/2021/v14i330359>

Men, L. R. (2014). Strategic internal communication: Transformational leadership, communication channels, and employee satisfaction. *Management Communication Quarterly*, 28(2), 264–284. <https://doi.org/10.1177/0893318914524536>

Mestry, R. and Singh, P. (2007) Continuing professional development of principals: *South African Journal of Education*, 27 (3), 477-490. <https://www.researchgate.net/>

Morreale, S. P., & Pearson, J. C. (2008). Why communication education is important: The centrality

of the discipline in the 21st century. *Communication Education*, 57(2), 224-240.
<https://doi.org/10.1080/03634520701861713>

Mulford, B. (2003). *School leaders: Changing roles and impact on teacher and school effectiveness*. Education and Training Policy Division, Oecd.
<https://doi.org/10.1080/03057640302041publication/228756284>

Ratnakumar Rheuben, S. G., Seet, C., Sivakumar, D., & Lee, M. (2020). *Gender diversity's effect on country's productivity*.
<https://commons.erau.edu/ww-research-methods-rsch202/10/>

Tucker, M. S., & Coddling, J. B. (Eds.). (2003). *The principal challenge: Leading and managing schools in an era of accountability*. John Wiley & Sons.
<http://dx.doi.org/10.14507/er.v0.319>

Villafuerte, M.P. (2004). *Performance variables and supervisory skills of school managers' bases for development of an enhancement program*. Dissertation, Philippine Normal University.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).

AUTHOR'S PROFILE



Joel J. Valenzuela, EdD is a graduate of Bachelor of Science in Commerce, major in management, and Master of Arts in Teaching major in Social Studies, both from the Laguna

College of Business and Arts, Calamba City. He obtained a Doctor of Education major in Educational Management at the Laguna State Polytechnic University, Sta Cruz, Laguna. He is a research enthusiast who was raised from the rank from being a classroom teacher to a Principal to a Public School District Supervisor and now serving as an Education Program Supervisor of Araling Panlipunan in the School Division Office of Binan City. In various capacities, he serves as Division Senior High School Coordinator and Division Madrasah Education Program Focal Person. He also performs the tasks of being a writer and evaluator of Localized Self-Learning Materials which are being used in the different schools of Binan City.