

Relevance of Instructional Supervision to Teachers and School Heads' Performance

Asia Pacific Journal of
Education, Arts and Sciences

Vol. 7 No.1, 89-94

January 2020

P-ISSN 2362-8022

E-ISSN 2362-8030

www.apjeas.apjmr.com

ASEAN Citation Index

Petronio Aparijo Ordavisa, Jr.¹, Inocencia M. Cañon, (Dev.EdD)²

¹Lunas National High School; ²Southern Leyte State University-Maasin

City Campus, Philippines

bettyrosecanon@yahoo.com.ph

Date Received: December 17, 2019; Date Revised: January 14, 2020

Abstract – *The ability of supervision in bringing enhancement in classroom practices and student achievement through the professional growth and improvement of teachers has been well documented and widely known. The study aimed to determine the relationship on the performance between the school heads and the teachers of Maasin District IV, School Year 2018-2019 as basis for an Instructional Supervision Program. The study used mixed method design and the respondents were the 5 school heads and 56 secondary teachers of District IV from the total population of 61. The study used two sets of survey questionnaire adopted from DepEd namely: the Office Performance Review Form (OPCR) for School Heads; and the Individual Performance Commitment and Review Form (IPCR) for teachers. A checklist was also utilized to identify the challenges of teachers and school heads. Findings revealed that school heads and teachers' performance was at the Very Satisfactory level. The relationship is significantly related which implies that teachers' performance are dependent of their school heads' performance. Moreover, teachers viewed their school heads as better supervisors than how the school heads view their teachers' performance. The school heads and teachers moderately disagree as to the administrative – cause problems and teacher – caused problems encountered during the classroom observation. The result of the study may provide an assessment on the effectivity on the conduct of the instructional supervision program of the schools division. This may also encourage the supervisors to think of other activities that will make the teachers and school administrators enjoy and learn the program.*

Keywords – *challenges, instructional supervision, performance of teachers*

INTRODUCTION

The major change of the curriculum from Basic Education to the K to 12 Program called for the need to respond quality education. The Philippine Professional

Standards for Teachers (PPST) formerly the National Competency-Based Teacher Standards (NCBTS) (D. O. No. 32, 2009) was established as a framework of teacher quality [1]. In view of this, there is a question of what teachers and school leaders should be able to do in response to the standard of quality education in the 21st century. The potential of supervision in bringing improvement in classroom practices and student success through the professional growth and improvement of teachers has been well documented and widely known.

Supervision started several decades and lodges a critical role within the management of education most importantly concerned with scientific study and improvement of the conditions that surrounds learning and pupil growth [2]. Teachers play a significant role in refining the learning and professional growth of learners. Supervision is one of education's purposes that offer opportunities for schools to be more effective that will increase the professional development of teachers [3].

The changing context of education poses so many challenges for School Heads. This country's revenues are not keeping pace with the demands on school budgets to ensure proper instruction. It is so obvious that schools are functioning well and its achievements are high. This is because of the School Heads.

Supervision is leadership and expansion of control within groups, which obligingly gauge educational product in light of the standard educational objectives, studying the teaching-learning situation to pinpoint the underlying reasons of satisfactory and unsatisfactory pupils' progress and achievement, and enhancing the teaching learning process. Contributing to the role of principals, based on the experience of the researcher as a school head, he claimed to be the authority and the leader of the school with the responsibility of running an institution in the academe. The study attempts to contribute insights into the present understanding of instructional supervision, professional learning communities and reflective

practice as a means of professional development that contribute to the professional growth of teachers. The school principal has different functions such as planning seminars, trainings and workshops that would enhance teachers' pedagogy and increase their level of competencies in their field of expertise. Planning by the school principals on supervisory activities becomes a basis for monitoring and evaluating teachers' actual performance.

Moreover, the school principals are deemed to have some supervisory activities which include but not limited to the following: classroom observation, planning, organizing, and coordination of supervisory activities [4].

As a newly-promoted Secondary School Head Teacher, the researcher knew from the start that he has still a lot of things to learn as an instructional leader in the school where he is assigned at present. Moreover, the researcher wanted to know better on the relevance of providing instructional supervision to teachers and in return to him not only as an instructional leader but a school leader as a whole. Furthermore, as a result of this study, the researcher wanted to share his output to the rest of the school heads in all schools in the Schools Division of Maasin City, if permitted.

Finally, the researcher will consider working on the study to find out if there's an effect on the instructional supervision provided by the school administrators to the performance of the secondary teachers of Maasin District IV as basis in formulating the Instructional Supervision Program which is the output of the study.

Supervision started several decades and lodges a critical role within the management of education most importantly concerned with scientific study and improvement of the conditions that surrounds learning and pupil growth [2].

OBJECTIVES OF THE STUDY

The study aimed to determine the relationship on the performance between the school heads and the teachers of Maasin District IV for the School Year 2018-2019. Specifically, it aimed to determine the level of performance of the school heads with regards to the use of instructional supervision as perceived by their respective teachers in terms of instructional leadership, learning environment, human resource management and development, parents' involvement and community partnership, school leadership and management operation, and functions some other related activities;; determine the level of performance of teachers as evaluated by the school heads; test the relationship

between the level of School Heads' Performance and the level of teachers' performance, and 4. challenges encountered by the school heads and the teachers during the conduct of instructional supervision.

METHODS

Research Design

The study was conducted using mixed method designs. According to Jick [5] mixed method designs are the research plans that include at least one quantitative method to collect numbers and one qualitative method to collect words. The use of mixed methods was for the purpose of triangulation due to the fact that the individual strength of one method offset the other method's weakness.

Research Respondents

The respondents of this data were the five (5) school heads and 55 secondary teachers of Maasin District IV, Schools Division of Maasin City using purposive sampling.

Research Instrument

In this study the researcher used two sets of survey questionnaire to come with a measurable data needed from the respondents. Part I is the Office Performance Review Form (OPCR) for School Heads. Part II is the Individual Performance Commitment and Review Form (IPCR) for teachers. Part III questionnaire was on the challenges of teachers and school heads. The researcher used a standardized instruments adopted from DepEd.

Data Gathering Procedure

The researcher asked permission letter from the Schools Division Superintendent of Maasin City to conduct research for the Five Secondary Schools of Maasin District IV. They were oriented about the study and a survey questionnaire was used. The researcher also utilized the Office Performance Commitment and Review Form (OPCR) for school heads and the Individual Performance Commitment and Review Form (IPCR) for teachers. The survey was personally administered by the researcher. The results were analyzed and interpreted to determine the relationship of performance between the school heads and the teachers of Maasin District IV.

Statistical Treatment of the Data

The analysis of the data was based on the tabulated information gathered from the results of the survey questionnaire. Statistical significance was determined for research data. The study used the following range

and scale to interpret the result of the survey in terms of the performance of the school head and the teachers:

AWM	Description
Below 1.49	Poor (P)
1.50 – 2.49	Moderately Satisfactory (MS)
2.50 – 3.49	Satisfactory (S)
3.50 – 4.49	Very Satisfactory (VS)
4.50 – 5.00	Excellent (E)

In terms of problems in classroom observation, the researcher used the following range and scale:

AWM	Description
0.00 – 0.49	Strongly Disagree
0.50 – 1.49	Moderately Disagree
1.50 – 2.49	Disagree
2.50 – 3.49	Moderately Agree
3.50 – 4.00	Strongly Agree

RESULTS AND DISCUSSION

Table 1. Average Weighted Mean of the Performance of the School Heads

Performance Indicators	St.Dev	Ave. WM	Performance Level
Instructional Leadership	0.692	3.64	VS
Learning Environment	0.742	3.89	VS
Human Resource Management	0.671	3.71	VS
Development Parents' Involvement and Community Partnership	0.534	4.03	VS
School Leadership and Management	0.522	3.82	VS
Operation Functions on Some Other Related Activities	0.430	3.63	VS
Standard Deviation		0.155	VS
Average Weighted Mean	0.591	3.77	
Description		VS	

Table 1 presents the level of performance of the school heads as rated by their teachers. All the performance indicators were classified at the Very Satisfactory level with the highest rating for Parents' Involvement and Community Partnership and the least is Functions on some other Related Activities. The

overall average weighted mean classified the schools and the performance indicators at the Very Satisfactory level. The results imply that school heads attain high level of performance basically because they do their tasks well and were responsible in the overall operations of the school as perceived by their teachers.

In the study of Marcojos–Canon [6], the author mentioned that learning outcome does not only cover at the four corners of the room but this could also be applied at home and in the community as well. Involvement of parents and community partnership is necessary so that the school heads have easy access to inform and communicate with the parents of their students. In doing so, the learners can easily be monitored in their progress and performance in school. The school principals may have conducted some supervisory functions such as classroom observation, checking of teachers' professional requirements, planning, organizing, and staffing. Further, Sergiovanni et al. [7] emphasized the role of the instructional supervisors is to serve as facilitator and do some other related activities in school rather than to act as the expert of instruction.

Table 2. Average Weighted Mean of the Performance of the Teachers

Performance Indicators	St.Dev	Ave. WM	Performance Level
Teaching Learning Process	0.796	3.31	Satisfactory
Student Learning Outcome	0.819	3.37	Satisfactory
Community Involvement	0.730	3.38	Satisfactory
Professional Growth and Development	0.807	2.95	Satisfactory
Other related Activities	0.974	2.76	Satisfactory
Standard Deviation		0.282	
Average Weighted Mean	0.792	3.28	Satisfactory
Description		Satisfactory	

The results in table 2 show that all indicators were categorized at the Satisfactory level with the highest AWM which is the Community Involvement and the lowest is at the Other Related Activities. Distribution of scores among the performance indicators were quite the same as shown by their almost identical standard deviations. The distribution of scores across each school is more diverse than the distribution across each

performance indicators as manifested by a bigger SD of the former set of data. Overall, the school heads viewed their teachers at the Satisfactory level.

Teacher performance in educational institutions may be a very crucial element within the teaching and learning process. It is through evaluations which are useful measures of supporting teachers to identify their strengths and weaknesses and also proposing ways of correcting them before they affect the entire system [8].

Supervision entails checking out whether parts of a system are working consistent to a plan. It is a service provided to teachers for the purpose of improving instruction with the pupils as the ultimate beneficiaries.

Table 3. Correlation of the Performance of the School Heads and Teachers

No. of Schools	Pearson, <i>r</i>	Strength of Relationship	P - Value	Decision
5	0.888	Positively Strong	0.044	Reject H_0

The performance of the teachers and their school heads were compared based on the strength of the relationship and mean difference. Table 3 reveals the correlation of the performance between the school heads and teachers. The findings in Table 4 reveal a significant relationship between the performance of the school heads and their teachers. This implies that teachers' performance is dependent to the school heads' performance. The higher the performance rating of the school head, the higher the performance rating of the teacher as well. The results indicate that effective instructional supervision of the school heads improves the quality of teachers and their level of teaching competencies. Similar to the study of [9], shows that supervision services have a significant contribution to teacher performance. Moreover, [10] research resulted in one of the findings in the form of improvement of teacher work after effective supervision by the principal. The results of this study prove a positive influence between principal supervision on teacher performance.

The teachers and the school heads were made to rate the extent of the problems in classroom observations. Table 4 summarized the results. Table 4 displays the challenges of the teachers during classroom observation by their school heads. Each identified teacher-caused problems in classroom observation were viewed as Moderately Disagree by the teachers with unsatisfactory teaching competencies got the highest average

weighted mean, followed by gives out too many excuses for weaknesses.

Table 4. Average Weighted Mean of the Teacher-Caused Problems in Classroom Observation

Teacher-Caused Problems	Ave.WM	Description
Easily rattled when observed	0.76	Moderately Disagree
Gives out too many excuses for weaknesses	0.90	Moderately Disagree
Poor student-teacher relationship	0.89	Moderately Disagree
Unsatisfactory teaching competencies	0.95	Moderately Disagree
Impoverished learning environment	0.89	Moderately Disagree
Average weighted Mean	0.88	Moderately Disagree

The least indicator is easily rattled when observed. At average, all school heads, see all these possible problems not serious. The findings are supported from the observations and responses of the school heads during the interview.

Majority of the school heads expressed their views why they moderately disagree to the teacher - caused problems:

"I can see the pressure of the teacher but they are confident about it."

"Maybe because the observation is announced, then teachers are prepared for the lesson"

"It is always expected from the school head that as a teacher, he/she has the competence and the quality of a teacher."

Table 5 presents the administrative – caused problems encountered by the teachers during the conduct of classroom observation.

Table 5 emphasize that the teachers saw each indicator of the administrative caused problems as Moderately Disagree. The researcher has perceived that this is because teachers believed that some of these possible problems were not observable in their schools or from their school heads.

This is supported from the study of [11] who emphasized that their view of supervision should not be "one in which teachers are 'lacking' or deficient, and supervisors have what it takes to 'fix' the deficiency". On the contrary, as a catalyst, a guide, a supporter, or an encourager, the supervisor together with teachers moves along an infinite growth continuum.

Table 5. Average Weighted Mean of the Administrative-Caused Problems in Classroom Observation

Administrative-Caused Problems	Standard Deviation	Description
Haughty, arrogant, unsympathetic observer	0.664	Moderately Disagree
Cites too many problems without solution	0.711	Moderately Disagree
Too lenient and refrains from citing problems	0.840	Moderately Disagree
Interrupts recitation to point out weaknesses	0.692	Moderately Disagree
Failure to discern problems, strengths and weaknesses of the teacher	0.919	Moderately Disagree
Average weighted Mean	0.77	Moderately Disagree

The primary goal of the contemporary supervisor is not just to solve the problems, but to encourage teachers to jointly study all teaching related activities. Further, they emphasized that their view of supervision should not be “one in which teachers are ‘lacking’ or deficient, and supervisors have what it takes to ‘fix’ the deficiency”. These manifestations were supported from the responses of the teachers during the interview. According to them:

Our school head is very open-minded and listens to our concern.”

“ There are circumstances ngawala pod si sir pero mabawiraman pod sa panahon ng anaasija kay wamn pod sija magkulang namo.”

CONCLUSIONS AND RECOMMENDATIONS

The concept of scientific management infers that educational goals cannot be achieved if leadership is dysfunctional or administration cannot manage the resources entrusted to their care. Educational policies cannot be implemented if schools lack competent administrative leaders who have special administrative skills to procure and secure resources in terms of both human and material resources to implement programs.

Supervisors lead teachers in instruction to make them as effective as possible. Findings revealed that school heads and teachers’ performance was at the Very Satisfactory level. The relationship is significantly related which implies that teachers’ performance is dependent of their school heads performance. Moreover, teachers viewed their school heads as better supervisors than how the school heads view their

teachers’ performance. The school heads and teachers moderately disagree as to the administrative – cause problems and teacher – caused problems encountered during the classroom observation. The study therefore concludes that effective school heads’ direct supervision will enhance teachers’ role performance. The result of the study may provide an assessment on the effectivity on the conduct of the instructional supervision program of the school division. This may also encourage the supervisors to think of other activities that will make the teachers and school administrators enjoy and learn the program.

It is recommended that school principals may have linkages with the stakeholders in their community to promote capacity building of teachers through intensive and regular in-house seminar/workshop for professional growth. School heads may give adequate time to supervise teachers and adopt different supervisory styles and not focus only to what is available in DepEd. The Department of Education should maximize the Instructional Supervisory Program which is the output of the study to enhance the level of competencies between school heads and teachers. Conduct studies on the following topic: a. Effect of teachers’ performance to the academic performance of the pupils; relationship of the teachers’ performance to the classroom attitudes of the students.

Provide all the necessary resources needed for the school heads to adequately execute their administrative function.

REFERENCES

- [1] DO 42, s. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers. Retrieved from: <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippines-professional-standards-for-teachers/>
- [2] Alemayehu, T. (2008). Instructional Supervision and Its Relationship with Professional Development: Perception of Private And Government Secondary School Teacher in Addis Ababa. Retrieved from <https://www.google.com/search?client=firefox-b-d&q=Alemayehu%2C+2008>
- [3] Kutsyuruba, B. (2003). Instructional Supervision: Perceptions of Canadian and Ukrainian Beginning High-School Teachers (Master’s thesis). Saskatoon: University of Saskatchewan. Retrieved on November 21, 2010, from: <http://library2.usask.ca/theses/available/etd-09052003-134303/>
- [4] Ngunjiri, J. M. (2012). Influence of head teachers’ instructional supervisory strategies on pupils’

- performance in Kenya Certificate of Primary Education in public primary schools in Rumuruti Division, Kenya. Unpublished M Ed thesis, University of Nairobi, Kenya.
- [5] Jick, T. D. (2008). Triangulation as the first mixed method design in Clark, P.V.L. & Creswell, J.W. (Eds). *The mixed methods reader*. Los Angeles: Sage Publications.
- [6] Marcojos–Canon, I. (2018). Linking The DOTS Of STEM Instruction In Private Higher Education Institution. *International Journal Of Scientific & Technology Research*, 7(7).
- [7] Sergiovanni, T. J., & Starratt, R. J. (2007). *Supervision: A redefinition*. New York, NY: McGraw-Hill.
- [8] Etsey, Y. K. A. (2005). *Assessing Performance in Schools: Issues and Practice*. In Psychological Studies. Glickman, C. D., Gordon, S. P.,
- [9] Ruhayati, Y., (2009). *Kontribusi Layanan Supervisi, Kepemimpinan Kepala Sekolah dan Fasilitas Pembelajaran terhadap Kinerja Guru Pendidikan Jasmani SMPN Se-Kota Cimahi*. *Jurnal Penelitian*,
- [10] Suhardan, D. (2010). *Supervisiprofesional: layanandalammeningkatkanmutupembelajaran di era otonomidaerah*. Retrieved from: https://books.google.com.ph/books?id=7kWWRQAACAAJ&dq=inauthor:%22Dadang+Suhardan%22&hl=en&sa=X&ved=0ahUKEwiK_IX0_YjnAhWSdd4KHdBYARgQ6AEIKTA
- [11] Beach, D. M., & Reinhartz J. (2000). *Supervisory Leadership: Focus on Instruction*. Boston: Allyn and Bacon.