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Supervisory Assistance in Organization: Basis for Enhanced Instructional Supervision for Teachers

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Abstract: Instructional supervision is very important as an administrator can reinforce and enhance teaching practices that can contribute to improved student learning. By skillfully analyzing performance and appropriate data, administrators can provide meaningful feedback and direction to teachers that can profoundly affect learning in each classroom. Because the student's learning is the primary function of the schools, the effective supervision of instruction is one of the most critical functions of the administrator. If schools provide equal access to quality educational programs for all students, administrators must hold the teacher accountable for providing an appropriate and well-planned program. Generally, this quasi-experimental study aims to determine the effectiveness of the Project Supervisory Assistance in Organization (SAO), which served as a basis for enhancing teachers' instructional supervision, specifically in Sta. Filomena Integrated School under the schools division office of Isabela. It is focused mainly on the instructional supervision of the school head regarding the teacher's lesson log, facilitation skills, learner engagement, classroom management, and learning environment as indicators. Frequency, mean, and T-test were used as a statistical tool to treat the data gathered for this study. The results of this study indicate that respondents performed better after implementing the project Supervisory Assistance in Organization (SAO), as reflected in the mean of their post-evaluation. Therefore, the researchers have concluded that the project SAO effectively uses school heads in instructional supervision. Furthermore, it is not taken that they presented motivation related to the topic; activated the learner's prior knowledge and motivated them for the lesson; provided localized, contextualized indigenized/culture-based inputs for the proper and correct understanding of the concept; asked different levels of questions to develop learner's HOTS; they gave clear instructions and arranged activities logically from simple to complex or vice-versa; and acknowledged and responded to students' diverse learning needs.

Keywords: Supervisory assistance, instruction, organization

1. Introduction

Supervision is best understood within this larger context. Supervision has evolved from crude and unsophisticated bureaucratic practices in the 19th century to more refined democratic, participatory approaches to instructional improvement in the 21st century (Tulowitzki, 2019). Educational reforms have taken place over the past years, which dictates the need to revisit and enhance the instructional leaders' current instructional supervision schemes and tools to ensure that schools keep pace with the innovations in education (Osman & Kamis, 2019). Because student learning is the primary function of the schools, the effective supervision of instruction is one of the most critical functions of the administrator. If schools are to provide equal access to quality educational programs for all students, administrators must hold teachers accountable for providing an appropriate and well-planned program.

Instructional supervision is very important as administrators can reinforce and enhance teaching practices that will contribute to improved student learning (Agus & Samuri, 2018). By skillfully analyzing performance and appropriate data, administrators can provide meaningful feedback and direction to teachers that can profoundly affect the learning in each classroom.

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Research on teacher effectiveness has been intensified in the last two decades. The results have helped identify an instructional process that provides a solid and basic framework for planning instruction, which helps guide the administrator in what to look for when visiting a classroom (O'Neil & Boyce, 2018). These steps include planning, preparing, presenting the lesson, monitoring student progress, and conducting practice sessions.

Teachers' reactions vary from positive to negative, encompassing resistance to change and general acceptance for many who see instructional supervision as a means to improve learning processes (Counselman & Abernethy, 2011). However, the study stressed that teachers can maintain consistent and challenging expectations for all students by utilizing ongoing information on achievement. Students and parents should be informed of the student's progress toward achieving district goals and objectives through comments on individual work, progress reports, conferencing, report cards, and other measures. Students should be encouraged to participate in self-assessment as a way of motivating students to improve academic achievement (Mokshein et al., 2015).

But by engaging teachers and encouraging them to participate in instructional supervision, they can utilize their knowledge of students' skills, needs, and interests in selecting a product that will more closely meet the needs of students in the school or grade level, ensuring the success of teachers, students, and the school itself. The supervision of instruction is, by design, a developmental process with the main purpose of improving the instructional program, generally, and teaching, specifically.

2. Literature Review

Today's 21st century challenges all schools to refine the quality of education while implementing of many educational reforms. School heads need to take the lead in creating an environment within the school that is conducive to teaching and learning and introduce new and innovative modes of instruction to achieve higher outcomes (Ampofo et al., 2019). Thus, principals should take responsibility for improving the quality of education, including empowering teachers by training and honing their skills and abilities through supervision (Mohamad & Ong, 2013).

In a study conducted by the Learning Resources Institute of the Philippines, it is said that to enhance the professional effectiveness of the teaching staff; administrators must be skilled in these areas: a) what to evaluate; b) how to observe and analyze classroom observation information and other data; and c) how to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourages teachers to improve instruction. The study further noted that teaching deals with people; cause-and-effect relationships are never identified as certainties, only possibilities. Therefore, there are no certainties in teaching. It is a situational process requiring constant decision-making that increases the probability of learning when properly implemented.

The study by Irawan et al. (2018) revealed that supervision significantly affects a school's performance, primarily including instructional supervision. Gordon (2019) views supervision as a focus for improving teacher's knowledge, skills, and abilities to make informed decisions and solve effectively. This is believed to help supervise and teach personnel in unravelling problems, including poor performance of learners. Researchers then recommended the need to improve the instructional supervision of teachers.

Further, this is strengthened as the department issued DepEd Order No.2, series of 2015, which sets Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd), which brings with it the need to improve the instructional supervision of teachers.

Considering the many reforms implemented and huge investments put in education, school managers need to ensure there is in place strong instructional leadership. Thus, the proponents introduce the project Supervisory Assistance in Organization (SAO) utilizing an enhanced instructional supervision tool anchored on the Instructional Supervision Model of Sullivan and Glanz (2013). The proposed intervention also considers the elements of supervision that a principal or school head looks into as an instructional leader and aligns its domains to the teachers' Key Results Areas (KRA).

According to Behar-Horenstein and Glanz (2000), school teachers have a common challenge in providing high-quality education to their students. Those challenges can be linked to instructional supervision. Hence, it has been identified that the primary purpose of the instructional supervision process is to support, enhance and sustain all teachers in their goal of continuing professional development, which eventually results in quality delivery of classroom instruction. Such growth and development rely on a system built on trust and supports teachers' efforts to be more effective in their classrooms (Beach & Reinhartz, 2000). Also, Benigno (2016) has identified that the instructional supervision process is a good mechanism to upgrade the performance of the teaching-learning process and promote teachers' professional development (Mohammad et al., 2019).

3. Methodology

A quantitative research method is utilized for this study, specifically, a quasi-experimental design. The instruments used are the Enhanced Instructional Supervision Tool based on the Instructional Supervision Model of Sullivan and Glanz (2013), which includes various components a principal should look into in supervising the teaching and learning process. The tool consists of teachers' instructional supervision regarding the teacher's lesson log, facilitation skills, learner engagement, classroom management, and learning environment. The respondents are assessed if they attained

the following standards and performance indicators.

The researchers followed procedures in conducting this study: 1) the researchers obtained permission from the Office of the Schools Division Superintendent through the Research and Planning Division Officer before conducting the research. Likewise, the researchers sought permission from the Public Schools District Supervisor to conduct and endorse the study; 2) preparation of the instruments. The adopted questionnaire is the main tool for gathering data. Before its implementation, its components and contents are reviewed by the master teachers and head teachers to ensure that all indicators are aligned with the competencies outlined in the Philippine Professional Standards for Teachers (PPST) and Results-Based Performance Management System (RPMS). The Enhanced Instructional Supervision Tool includes five domains: Teacher's Lesson Log/Plan, Teacher's Facilitation Skills, Learner's Engagement, Classroom Management, and Learning Environment; 3) during the conduct. The researchers personally conducted the study using the enhanced instructional supervision tools on selected respondents. Respondents are selected through probability sampling; 4) data are tallied, tabulated, and computed to facilitate the analysis and interpretation through the guidance of a statistician; 5) the researchers implemented the project SAO: Supervisory Assistance in Organization to the identified respondents. An intensive one-on-one mentoring is applied as an intervention by the researchers and invited experts as speakers for an additional source of information; 6) after the Implementation. The researchers re-evaluated the respondents using the enhanced instructional supervision tool, tabulated and analyzed results, and lastly; 7) formulated recommendations for the improvement of classroom instruction of the respondents.

In the analysis and interpretation of data, the researchers used the following: frequency and percentage are used in primarily treating the respondent's profile. The mean is used in treating the assessment on instructional supervision, and the T-test is used to determine the significant difference between the mean of the two independent samples. For data analysis and qualitative interpretation, the Likert scale is used with corresponding values from 1 to 5 scales, one being the lowest and five being the highest. The computed mean rating is evaluated according to the following interval scale: 4.20 – 5.00; (Outstanding) 3.40 – 4.19; (Very satisfactory); 2.60 – 3.39 (Satisfactory) and 1.80 – 2.59 (Unsatisfactory); 1.00 – 1.79 (Poor).

4. Results and Discussion

Supervisory assistance in organization. Data reveals, as shown in Table 1 that in terms of teachers' lesson log/plan before the implementation of project SAO note-taking, the teachers are very satisfactory as to prepared/adopted objectives of the lesson based on the competencies; stated the behavioural and SMART objectives. Satisfactory as to establishing the concept within the objectives and prepared to learn activities congruent to the objectives. After the implementation of the said project, there was an improvement in the teachers, and they were noted as Outstanding as; they prepared/adopted lesson objectives based on the competencies and stated the behavioural and SMART objectives. Whereas *very satisfactory* as they established the concept within the objectives and prepared to learn activities congruent to the objectives.

Table 1: Teacher's lesson log/plan

No.	A. **Teacher's lesson log/plan**	Before	Description	After	Description
1	Prepared/adopted objectives of the lesson based on the competencies	3.67	Very satisfactory	4.43	Outstanding
2	Established the concept within the objectives	3.29	Satisfactory	4.00	Very satisfactory
3	Stated the behavioural and SMART objectives	3.89	Very satisfactory	4.56	Outstanding
4	Prepared learning activities congruent with the objectives	2.98	Satisfactory	4.12	Very satisfactory
	Mean	3.46	Very satisfactory	4.27	Outstanding

In Table 2, data shows that regarding teacher facilitation skills before the implementation of project SAO, the respondents were *very satisfactory* as they employed varied learning activities to enhance higher-order thinking skills (HOTS); they provided interactive and cooperative learning activities. Integrated ICT and MIL in the lesson; they provided learners with a meaningful connection between the concept learned and their experiences. *Satisfactory* as to; activated the learner's prior knowledge and motivated them for the lesson; provided localized, contextualized indigenized/culture-based inputs for the proper and correct understanding of the concept; acknowledged and responded to students' diverse learning needs. *Unsatisfactory* as to; presented motivation related to the topic; asked different levels of questions to develop learner's HOTS, and gave clear instructions and arranged activities logically from simple to complex or vice-versa. The teachers were Outstanding as they employed varied learning activities to enhance higher-order thinking skills (HOTS), provided interactive and cooperative learning activities, Integrated ICT and MIL into the lesson and provided learners with a meaningful connection between the concepts learned and their experiences. The respondents were *very satisfactory* as they presented motivation related to the topic; activated the learner's prior

knowledge and motivated them for the lesson; provided localized, contextualized indigenized/culture-based inputs for a proper and correct understanding of the concept; asked different levels of questions to develop learner's HOTS; they gave clear instructions and arranged activities logically from simple to complex or vice-versa; and acknowledged and responded to students' diverse learning needs.

Table 2: Teacher's facilitation skills

No.	B. **Teacher's lesson log/plan**	**Before**	**Description**	**After**	**Description**
1	Presented motivation related to the topic	2.56	Unsatisfactory	3.42	Very satisfactory
2	Activated the learner's prior knowledge and motivated them for the lesson	3.38	Satisfactory	4.12	Very satisfactory
3	Provided localized, contextualized, indigenized/culture-based inputs for a proper and correct understanding of the concept	2.65	Satisfactory	4.18	Very satisfactory
4	Employed varied learning activities to enhance higher-order thinking skills (HOTS)	3.65	Very satisfactory	4.58	Outstanding
5	I asked different levels of questions to develop learner's HOTS	2.56	Unsatisfactory	3.42	Very satisfactory
6	Provided interactive and cooperative learning activities	3.89	Very satisfactory	4.54	Outstanding
7	Gave clear instructions and arranged activities logically from simple to complex or vice-versa	2.59	Unsatisfactory	3.41	Very satisfactory
8	Integrated ICT and MIL in the lesson	3.66	Very satisfactory	4.29	Outstanding
9	Provided learners a meaningful connection between the concept learned and their experiences	4.03	Very satisfactory	4.72	Outstanding
10	Acknowledged and responded to students' diverse learning needs	2.74	Satisfactory	4.00	Very satisfactory
	Mean	3.17	Satisfactory	4.07	Very satisfactory

It could be gleaned from the above data that in terms of learner engagement before the implementation of project SAO were *very satisfactory* as they understood and followed instructions and directions given; they performed the tasks independently with self-confidence; they shared ideas and knowledge with teachers and peers; asked questions with an emphasis on thoughtful exploration; eagerly engaged and participated actively in group/work discussion; cooperated or collaborated; showed respects to teachers and peers; and applied the concepts and skills learned (Ruiz-Gallardo & Reavey, 2019). After the implementation of the said project, the teachers were *outstanding* because they understood and followed instructions and directions given; they performed the tasks independently with self-confidence; shared ideas and knowledge with teachers and peers; asked questions with an emphasis on thoughtful exploration; eagerly engaged and participated actively in group/work discussion; cooperated or collaborated; showed respects to teachers and peers; and applied the concepts and skills learned respectively. Table 3 shows the data on learner engagement.

Table 4 shows data reveals that classroom management of the teachers before the implementation of project SAO was *very satisfactory* as they managed routine activities such as checking attendance, assignments, etc.; budgeted time appropriately according to the different stages of learning; facilitated instructions in an orderly and pleasant learning atmosphere, and sustained learner's interest through effective and relevant motivation. Whereas after the implementation of project SAO, it is note-taking that the teachers became *outstanding* in managing routine activities such as checking attendance, assignments, and facilitating instructions in an orderly and pleasant learning atmosphere; they sustained learners' interest through effective and relevant motivation. Furthermore, they are *very satisfactory*; they budgeted time appropriately according to the different stages of learning.

Table 3: Learner's engagement

No.	C. **Teacher's lesson log/plan**	Before	Description	After	Description
1	Understood and followed instructions and directions given	3.98	Very satisfactory	4.26	Outstanding
2	Performed the tasks independently with self-confidence	4.08	Very satisfactory	4.64	Outstanding
3	Shared ideas and knowledge with teachers and peers	3.82	Very satisfactory	4.59	Outstanding
4	Asked questions with an emphasis on thoughtful exploration	3.42	Very satisfactory	4.38	Outstanding
5	Eagerly engaged and participated actively in group/work discussion	4.10	Very satisfactory	4.70	Outstanding
6	Cooperated or collaborated	3.51	Very satisfactory	4.84	Outstanding
7	Showed respect to teachers and peers	4.04	Very satisfactory	4.82	Outstanding
8	Applied the concepts and skills learned	3.48	Very satisfactory	4.20	Outstanding
	Mean	3.80	Very satisfactory	4.55	Outstanding

Table 4: Classroom management

No.	D. **Teacher's lesson log/plan**	Before	Description	After	Description
1	Managed routine activities such as checking of attendance, assignment, etc	4.11	Very satisfactory	4.89	Outstanding
2	Budgeted time appropriately according to the different stages of learning	3.26	Very satisfactory	4.13	Very satisfactory
3	Facilitated instructions in an orderly and pleasant learning atmosphere	3.48	Very satisfactory	4.22	Outstanding
4	Sustained learner's interest through effective and relevant motivation	3.23	Very satisfactory	4.21	Outstanding
	Mean		Very satisfactory	4.36	Outstanding

Table 5 shows data that in terms of the learning environment before the implementation of project SAO, the respondents were *very satisfactory* because they displayed outputs (signs, exhibits, lists) to the class created by learners and managed cleanliness and orderliness inside and outside the classroom. It is also noted that the respondents are satisfactory in utilizing localized, contextualized, and indigenized instructional materials. After the implementation of the project SAO, the teacher became *outstanding* in displaying outputs (signs, exhibits, lists) to the class created by learners and managed cleanliness and orderliness inside and outside the classroom and was *very satisfactory* as in utilizing localized, contextualized and indigenized instructional materials.

Table 5: Learning environment

No.	E. **Teacher's lesson log/plan**	Before	Description	After	Description
1	Utilized localized, contextualized, and indigenized instructional materials	2.78	Satisfactory	4.00	Very satisfactory
2	Displayed outputs (signs, exhibits, lists, etc.) to the class created by learners	3.41	Very satisfactory	4.26	Outstanding
3	Managed cleanliness and orderliness inside and outside the classroom	4.16	Very satisfactory	4.89	Outstanding
	Mean	3.45	Very satisfactory	4.38	Outstanding

Table 6 shows a significant difference before and after the implementation of project SAO: Supervisory Assistance in Organization using T-test at the significance level of 0.05. As shown in Table 6, the computed significance T value is less than 0.05. Level of significance; hence, the Ho is rejected. There is a significant difference before and after project Supervisory Assistance in Organization (SAO) implementation. The results indicate that respondents performed better after implementing the said project SAO, as reflected in the mean of their post-evaluation. This further confirms that the project SAO designed and applied as an intervention by the researchers has contributed

factors in the increase of their mean scores. It implies that consistent monitoring and instructional supervision of the teachers significantly affect their instructional practices. This finding affirms the study of Chen (2018) that the instructional supervision process should include pre-observation and post-observation discussions between the school head and the teacher because these can promote teamwork and good relationships among employees and management and create an environment of mutual trust, thereby facilitating professional learning among teachers.

Table 6: Significant difference before and after the implementation of supervisory assistance in the organization

Implementation of supervisory assistance in the organization	Mean	Sig. T	Analysis	Decision	Remarks
Before	52.2	2.77E-09	T < 0.05	Ho is Rejected	Significant
After	77				

*Keyword: SAO (Supervisory Assistance in Organization)

5. Conclusion

After implementing Supervisory Assistance in the Organization, the teacher's DLLs are very satisfactory in establishing the concept within their desired objectives, and they are prepared to learn activities congruent to the objectives. Furthermore, the teacher's facilitation skills are very satisfactory. It is note-taking that they present motivation related to the topic; activate the learner's prior knowledge and motivate them for the lesson; provide localized, contextualized indigenized/culture-based inputs for a proper and correct understanding of the concept; ask different levels of questions to develop learner's HOTS; they gave clear instructions and arranged activities logically from simple to complex or vice-versa; and acknowledged and responded to students' diverse learning needs. The project Supervisory Assistance in Organization (SAO) results indicate that respondents performed better after implementing the said project, as reflected in the mean of their post-evaluation. Therefore, the researchers conclude that the implementation of project SAO is effective through close monitoring and supervision of the teacher's instructional practices. This further indicates that administrators have a vital role in enhancing the delivery of instructions to their teachers.

The following recommendations were formulated and advanced in answer to the problem and issues raised: 1) the municipal or local government should allocate funds and scholarships for continuing professional education and professional growth of the teachers to ensure the delivery of quality education to the learners. To address the problem of time constrain, the researchers suggest that school heads should go for online graduate school; 2) teachers should enhance their teaching methodologies and skills specifically in activating the learner's prior knowledge, motivating them for the lesson, providing a localized, contextualized, indigenized/culture-based inputs for a proper and correct understanding of the concept; and practice asking different levels of questions to develop learner's HOTS. The school heads should also regularly send their teachers to highly relevant seminars/workshops to upgrade their knowledge with regards to handling and teaching 21st-century learners; 3) the local government unit should also provide funds to schools to expand their physical facilities and human resources which will, in turn, improve supervision; 4) school head's administrative workload should be reduced to provide an ample time to conduct and participate effectively in their instructional supervisory roles and; 5) the project Supervisory Assistance in Organization (SAO) should be utilized or adopted by the school heads in other schools under the division of Isabela. Furthermore, they may consider implementing this project in their school to strengthen teachers' professional competency.

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