



Instructional Monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of Secondary School Teachers amidst COVID-19 Pandemic

Aldrian Dheen M. Magnaye¹, LPT, BSc, MAEd (CAR); Sandra R. Dahum², Ed. D.; Zandro G. Sepe³, M.S.

¹ Teacher I – Research III and IV, Don Pablo Lorenzo Memorial High School – Junior High School, Sta. Maria, Zamboanga City 7000, Philippines

² Head Teacher VI – Science Department Head, Don Pablo Lorenzo Memorial High School – Junior High School, Sta. Maria, Zamboanga City 7000, Philippines

^{3,2} School Principal IV, Don Pablo Lorenzo Memorial High School – Junior High School, Sta. Maria, Zamboanga City 7000, Philippines

DOI - <https://doi.org/10.55248/gengpi.4.523.42575>

ABSTRACT

This research is aimed to determine the perceptions on instructional monitoring of head teachers on Blended Modular Distance Learning (BMDL) teaching approach of secondary school teachers amidst COVID-19 pandemic. Using mixed-methods design, triangulation design – convergence model, it was found out that there is a positive significant relationship, main factors and themes that influence on the perceptions of teachers and master teachers on instructional monitoring of head teachers on BMDL. Further, it was concluded that: an improved performance on teaching and learning supervision of head teachers – technical skills dimension and improved attitude of teachers as mediator variable means better teachers teaching competency – specifically on teaching strategies, techniques, and methods dimension; knowledge, interpersonal skills, technical skills, and attitude of teachers are the most important factors that influence perceptions of teachers and master teachers in the instructional monitoring of head teachers on BMDL; and teaching intervention, teaching strategy, teacher's professional structure, learner assessment and evaluation, challenges are the most important areas of concerns on the perceptions of the head teachers in addressing their instructional supervision competencies to secondary school teachers during the COVID-19 pandemic. Further studies on perception progression over the course of pandemic and identification of other factors is encouraged.

Keywords: Instructional Monitoring, Blended Modular Distance Learning (BMDL), mixed-methods design, perceptions of teachers and master teachers, COVID-19 Pandemic

Background

On December 31, 2019, the World Health Organization (WHO) China Country Office was educated regarding instances of pneumonia of obscure reason distinguished in Wuhan City, Hubei Province of China. The reason would later be resolved as another kind or strain of coronavirus not recently recognized in individuals. On February 11, 2020, the International Committee on Taxonomy of Viruses (ICTV) named the new coronavirus as "Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2)." around the same time, WHO additionally declared the name of the ailment brought about by SARS-CoV-2 as Coronavirus Disease–2019, or COVID-19.

Beginning January 30, 2020 to September 14, 2020, there are 265,888 total cases of COVID-19 in the Philippines with 53,754 active cases and 4,630 mortalities. Quickly on February 1, 2020, the Department of Education (DepEd) Secretary published DepEd Memorandum (DM) No. 11, s. 2020, making a Task Force for the administration of the division's reaction to COVID-19.

COVID-19 is communicated through the respiratory droplets excreted by a contaminated individual when they cough, wheeze, or talk. These droplets can infect an unprotected individual through contact with the eyes, mouth, or nose, or when the unprotected individual contacts a surface sullied by the respiratory drops of the contaminated individual, and thus contacts their eyes, mouth, or nose. As a result of the way of transmission of COVID-19, rehearsing appropriate hand and respiratory cleanliness consistently stays as the most significant defensive measures. Learners have been acquainted with these practices even before COVID-19, as they are included in the classroom instruction. The starting government reaction to suspend classes, and later to force community quarantine measures, halted classes first in the National Capital Region (NCR) starting March 14, 2020, and later in the remainder of Luzon and different areas outside Luzon.

This imposes the challenge to the DepEd in the continuity of learning for the upcoming school year 2020-2021. That is why the Basic Education Learning Continuity Plan (BE-LCP) of the DepEd was formulated to address this crisis. The BE-LCP provides instructional and administrative measures and

policies on the continuity of learning amidst COVID-19 pandemic. One of which is the proposition of the different Learning Delivery Modalities (LDMs) to which the different regions and divisions can be guided accordingly. The DepEd Division of Zamboanga City proposed 5 Distance Learning Modalities (DLMs) in accordance with the DepEd BE-LCP, as assessed by the superintendent as feasible modalities in the delivery of instruction since Face-to-face learning is not allowed up until there is a vaccine available. The DLMs identified and proposed, through series of Learning Action Cell (LAC) sessions conducted from the division level to the school level, are as follows: Modular Distance Learning (MDL), Online Distance Learning (ODL), TV-Based Instruction (TVBI), Radio-Based Instruction (RBI) and Blended Distance Learning (BDL). The Learners Enrolment Survey Form Quickcount as of August 04, 2020 of the Zamboanga City Division revealed that 54% of the total enrollees for school year 2020-2021 prefer Modular Distance Learning (MDL), followed by Blended Distance Learning (BDL) – 19%, Online Distance Learning (ODL) – 17%, TV-Based Instruction (TVBI) 7%, and Radio-Based Instruction (RBI) – 7%. This highly suggests that more than half of the total enrollees for both elementary and junior-senior high school programs prefer the MDL. Because of this, the Zamboanga City Division has adopted the use of Blended Modular Distance Learning in the delivery of instruction in the division.

The Capsulized Self-Learning Empowerment Toolkit (CapSLET) is a type of Self-Learning Modules (SLMs) adopted by the Division of Zamboanga City through the leadership of Dr. Roy C. Tuballa, the Zamboanga City Division Schools Superintendent. The CapSLET, like the SLMs made by the Department of Education Central Office, learning strategies are streamlined from the K-12 Curriculum into the Most Essential Learning Competencies (MELCs). These formulated MELCs will serve as the Learning Competencies (LCs) and will be the guide in making the CapSLET. It has 3 main parts: the Understand, Remember, and Try. For the Understand part, it is the context of the subject matter. In here, the detailed yet synthesized explanation and discussion of the subject matter is placed. This will serve as the lecture notes of the students to be able to complete the evaluation of the lesson. For the Remember part, it is where key contexts and concepts are highlighted in which are aligned directly to the LCs presented. It acts as the summary of the subject matter. Lastly, the Try part, it is the evaluation part of the module. It is where the learners are tested to see if they learn the necessary lessons presented in the CapSLET. The evaluation part should also answer the LCs presented in which when the learner satisfactorily answered the evaluation, it shall be deemed as the learner learned the necessary competency/ies. The CapSLETs could also be converted into audio or audio-visual scripts if the learners opted to learn via TV/Radio-Based Instruction and/or other given modalities to form part of the Blended Modular Distance Learning.

Instructional monitoring is a process and system important to the development and function of each school. It is a collective approach involving a range of events to strengthen the teaching - learning process^[1]. Instructional monitoring is the actions enabling teachers to improve instructions for learners and as an act that enhances relationships and meets personal and professional needs^[2]. Furthermore, instructional monitoring is seen as the potential delivered for teachers to develop their efforts to respond to the academic achievement of the learners. Monitoring is not about finding fault or punishing, but rather about cooperating with the teacher. It is the element of the administrative process that is associated with initiatives to guide teachers by motivating, organizing and facilitating the workforce and their efforts, fostering positive work personal relationships so that they can all work to achieve the task objective more effectively^[3].

It is well established that in the Philippines, the Department of Education, that instructional monitoring forms part of the Results-Based Performance Management System (RPMS), which, series of classroom observations per quarter are conducted by the Master Teachers and/or Principals to the teachers and will serve as the evaluation for the teachers in the Individual Performance Commitment and Review Form (IPCRF) for the school year. The Key Result Areas (KRAs) are the mandates or functions of the office or individual DepEd employee must meet. The set of standards in the form of KRAs that teachers should meet in the IPCRF are as follows: Content Knowledge and Pedagogy; Learning Environment and Diversity of Learners; Curriculum and Planning; Assessment and Reporting; and Plus Factor. Each KRAs has its own set of objectives to be rated by the Rater (Master Teachers and/or Principal) on three categories: Quality, Efficiency, and Timeliness.

In this study, it is aimed to describe the Instructional Monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of Secondary School Teachers amidst COVID-19 Pandemic. The specific objectives are as follows: 1. To identify the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers in the - a. Teaching and learning supervision of the Head Teachers, b. Attitudes of teachers; and c. Competency of teaching on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.; 2. To determine the significant relationship of the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers among - a. Teaching and learning supervision of the Head Teachers, b. Attitudes of teachers; and c. Competency of teaching on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.; 3. To determine the most important factors that influence the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.; and 4. To describe the phenomenon on the interventions by teachers and master teachers in relation to the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.

In the advent of the COVID-19 pandemic crisis, it is but a question as to how instructional monitoring process will go forth for teachers in the development and evaluation of the teaching-learning process and the delivery of instruction. Moreso, in the adaptation of Blended Modular Distance Learning in the Division of Zamboanga City, thus, the research entitled "Instructional Monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of Secondary School Teachers Amidst COVID-19 Pandemic" was conducted.

Literature Review

COVID-19 and COVID-19 Pandemic

Coronavirus disease 2019 (COVID-19) is an infectious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) is the strain of coronavirus that causes coronavirus disease 2019 (COVID-19), the respiratory illness responsible for the on-going COVID-19 pandemic [4]. Human-to-human transmission of SARS-CoV-2 is detected primarily via respiratory droplets from coughs and sneezes within a range of about 1.8 meters [5] as well as indirect transmission via contaminated surfaces [6]. Recently, transmissions were noted to occur through aerosols, smaller droplets that can stay suspended in the air for as long as 3 hours [7]. As of August 05, 2020, there are 18,727,238 confirmed cases, with 6,081,745 active cases and 704,746 confirmed mortalities worldwide [8] which prompted the World Health Organization to declare COVID-19 infectious disease a pandemic last March 11, 2020 [9]. In the Philippines, the first confirmed cases were reported way back January 30, 2020 [10] and local transmission was confirmed on March 7, 2020 and as of August 05, 2020, there are 115,980 confirmed cases with 66,270 recoveries and 2,123 mortalities were recorded [11]. Widespread devastation on economy as well as public health crisis is evident globally. Economic recessions were evident as the COVID-19 pandemic continuously affects the world economy [12] and is considered to be the largest global recession in history, with more than a third of the global population at the time being placed on lockdown [13] which caused essential supply shortages and disruption of the supply and demand economic web [14]. In the Philippines, the series of lockdowns and community quarantines from the onset of the first case detection has been employed to minimize the spread of the virus along with aggressive contact tracing and enhanced targeted testing to be able to locate COVID-19 hotspot regions for community quarantine measures be employed. In turn, it is estimated that around three percent and four percent of its gross domestic product (GDP) be lost this year. In the first quarter of 2020, its GDP shrank by two-tenths of one percent for the first time in two decades according to Secretary Sonny Dominguez of the Department of Finance (DOF) [15]. The Zamboanga city had its first COVID-19 positive case detected way back March 24, 2020 and since then, the cases has been steadily rising with a latest total cases detected of 640 with 277 active cases and 20 confirmed mortalities, per Zamboanga City Mayor Ma. Isabelle “Beng” Climaco-Salazar on August 04, 2020. This imposes a serious threat in the economy of the local cities as well as the entire country and a challenge on the education sector as the opening of classes on October 05, 2020 is approaching.

COVID-19 Pandemic and Education

There has been a widespread closure of schools, universities, and colleges worldwide as the COVID-19 forced different nations on lockdowns and shutdowns. Most governments in the educational sectors around the world have temporarily closed educational institutions to contain the spread of COVID-19 [16]. A total of approximately 1.725 billion learners are currently affected due to school closures, which 106 countries are currently implementing nationwide closures and 55 are implementing local closures, impacting about 98.6% of the world's student population. Factors arose in the challenge of the continuity of learning upon the implementation of quarantine measures worldwide as the world is in its efforts to contain the COVID-19 pandemic such as online learning, access to healthcare, and availability of resources. The closure of the educational institutions has affected more than 28 million learners in the Philippines [16]. In response to the quarantine measures, it is recommended the use of distance learning programs and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education [17]. As the country is in shift towards work from home arrangements, distance learning programs and open educational applications and platforms [18], it poses a serious threat on the quality, effectivity, efficiency, and feasibility on the delivery of instruction [19].

Basic Education Learning Continuity Plan (BE-LCP)

As the Philippines is facing the COVID-19 pandemic, serious challenges are being faced especially on the basic rights, such as education. In the efforts to contain the COVID-19, minimum health requirements such as physical distancing and community quarantines have been the primary factors that affect the conduct of physical classes and the continuity of the teaching-learning process. To address these issues, the Department of Education developed the Basic Education Learning Continuity Plan (BE-LCP). DepEd Order No. 012, s. 2020 defined BE-LCP as “a package of education interventions that will respond to basic education challenges brought about by COVID-19”. In the BE-LCP, DepEd engaged internal and external stakeholders for inputs in the design of a learning delivery strategy and operational direction that ensures the health, safety, and well-being of all learners, teachers, and personnel of the Department. As this policy is taking place, it is guided by the following principles: a. protect the health, safety, and well-being of learners, teachers and personnel, and prevent the further transmission of COVID-19; b. ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents and guardians of learners; c. facilitate the safe return of teaching and non-teaching personnel and learners to workplace and schools/community learning centers (CLCs), taking into consideration the scenarios projected by the Department of Health (DOH) and Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd's own risk assessments; d. be sensitive to equity considerations and concerns, and endeavour to address them the best way possible; and e. link and bridge the BE-LCP to DepEd's pivot to quality and into the future of education, under the framework of Sulong EduKalidad and Futures Thinking in Education. It is emphasized by the Philippine Government through the President Rodrigo R. Duterte on its stand that there shall be no face-to-face classes until there is a vaccine available for the country. The Department of Education has been supportive of this principle in the commitment for the health and safety of the learners, teachers, and staff. But it should be understood that the BE-LCP is also emphasizing that learning opportunities for the learners may be provided through blended distance learning modalities, until prohibition by the DOH, IATF, or the President for face-to-face

learning in schools/CLCs is lifted or relaxed. The Department of Education conducted the Philippine Forum for Inclusive Quality Basic Education or *Educ Forum* which members of the department together with the stakeholders were being group into sub-group themes that consolidated contexts of BE-LCP into 5 areas, namely: Sub-Group 1 on Data Analytics; Sub-Group 2 on Learning Strategies and Modalities; Sub-Group 3 on Capacity of Teachers and School Leaders; Sub-Group 4 on Operational Plan; and Sub-Group 5 on Bridging to *Sulong EduKalidad*. The objective of Sub-Group 1 on Data Analytics is it is responsible for identifying and analyzing data and information that will be relevant in assessing the capacity of the basic education system, and the appropriate targeting of learners, teachers and school leaders, for the continuing delivery of learning in the context of the constraints and opportunities presented by COVID-19. The objective of Sub-Group 2 on Learning Strategies and Modalities is it is responsible for identifying feasible and practical learning strategies and learning delivery modalities in the context of COVID-19. The objective of Sub-Group 3 on Capacity of Teachers and School Leaders is it is responsible for assessing and identifying critical and timely interventions for capacitating teachers and school leaders in managing and facilitating learning through various learning delivery modalities and learning resources. The objective of Sub-Group 4 on Operational Plan is it is responsible for identifying the operational plan and needs at various governance levels to implement the Learning Continuity Plan. The objective of Sub-Group 5 on Bridging to *Sulong EduKalidad* is it is responsible for bridging and integrating the short-term response with the medium and longer term education agenda for accessible quality education, within the framework of *Sulong EduKalidad*. The focus of this research is on the policy of the Sub-Group 2 as it is responsible in defining the different learning modalities that will be used in the BE-LCP and be implemented down to the school level.

BE-LCP Learning Delivery Modalities (LDMs) and Distance Learning Modalities (DLMs)

The of Sub-Group 2 of the *Educ Forum* identified Learning Strategies and Modalities with their objectives as the responsible for identifying feasible and practical learning strategies and learning delivery modalities in the context of COVID-19. This group of remarkable people from the government, NGOs and other partner stakeholders worked together to form the different Learning Delivery Modalities (LDMs) apt for the BE-LCP of the Department of Education addressing the need of the continuity of learning amidst COVID-19 pandemic. As identified in the DepEd Order No. 012, s. 2020, Learning Delivery Modalities are sets of instructional policies on the delivery of instruction and the operation of the teaching-learning process. The LDMs are identified so that schools can adopt may be one or a combination of the following, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality, are as follows: Face-to-face. This refers to a learning delivery modality where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and socio-emotional development of learners.; Distance learning. This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and Television (TV)/Radio-Based Instruction.; Blended Learning. This refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time.; and Homeschooling. This is an ADM that aims to provide learners with quality basic education that is facilitated by qualified parents, guardians, or tutors who have undergone relevant training in a home-based environment. It allows families to educate according to their personal faith, philosophy, and values, and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignments with the curriculum. Thus, this modality will be the subject of a later DepEd issuance before its expansion. The Curriculum and Instruction Strand of the Department of Education has identified some of the factors that need to be assessed in order to determine the learning delivery options: Risk Severity Grading/IATF Policy - Whether teachers and learners are allowed to be in school, Physical distancing; School Context - Health status of teachers, Readiness of principals and supervisors to lead and manage multiple learning delivery modalities, Availability of learning resources/materials: Textbooks/print modules; offline learning resources; online learning resources; educational TV and radio broadcast resources, Teachers' readiness and capacity to facilitate multiple learning delivery modalities; and Learners' Context - Capacity to complete self-directed learning resources, Access to learning resources and technology, Parental, home, and community support, Capacity to guide learners in understanding lessons. Upon the assessment and evaluation of the Zamboanga City Schools Division Office, through the leadership of Dr. Roy C. Tuballa, CESO VI, based form the factors presented by the DepEd's Curriculum and Instruction, the Zamboanga City Division has prompted to employ Distance Learning Modalities (LDMs) which are the following: Modular Distance Learning (MDL), Online Distance Learning (ODL), TV-Based Instruction (TVBI), Radio-Based Instruction (RBI) and Blended Distance Learning (BDL). Real-time data from the LESF Quickcount shows that 99,249 learners, which accounts for 52% of the total enrollees for the school year 2020-2021 prefers the Modular Distance Learning. The breakdown of the preferred DLMs by Zamboanga City Division learners are shown in Table 1. and its graphical presentation in Figure 1.

Table 1. Preferred Distance Learning Modalities in Zamboanga City

| Modality | Learners | % |
|-----------------|-----------------|----------|
| Online Learning | 32,246 | 17% |
| TV | 13,230 | 7% |
| Radio | 8,848 | 5% |
| Modular | 99,249 | 52% |
| Combination | 35,919 | 19% |

Source: Real-time data can be accessed at https://docs.google.com/spreadsheets/d/1HcaNvAxX3M_97BLhGFY8k5dT9GQ4VR16GVRbjH6axKU/edit#gid=1326013499

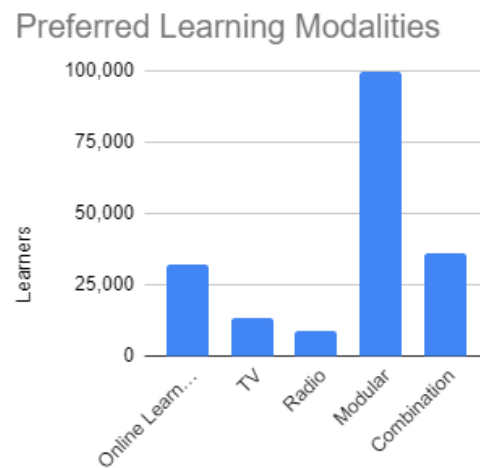


Figure 1. Graphical presentation of the Preferred DLMs in Zamboanga City

Source: Real-time data can be accessed at https://docs.google.com/spreadsheets/d/1HcaNvAxX3M_97BLhGFY8k5dT9GQ4VR16GVRbjH6axKU/edit#gid=1326013499

From these data and evaluation that has been obtained by the Division of Zamboanga City, it has been proposed that the Division shall use the Modular Distance Learning in the form of Capsulized Self-Learning Empowerment Toolkit. It is type of Self-Learning Modules (SLMs) synthesized from the Most Essential Learning Competencies (MELCs) and used as an instrument for the delivery of instruction. It has 3 main parts: the Understand, Remember, and Try. For the Understand part, it is the context of the subject matter. In here, the detailed yet synthesized explanation and discussion of the subject matter is placed. This will serve as the lecture notes of the students to be able to complete the evaluation of the lesson. For the Remember part, it is where key contexts and concepts are highlighted in which are aligned directly to the LCs presented. It acts as the summary of the subject matter. Lastly, the Try part, it is the evaluation part of the module. It is where the learners are being tested if they learn the necessary lessons presented in the CapSLET. The evaluation part should also answer the LCs presented in which when the learner satisfactorily answered the evaluation, it shall be deemed as the learner learned the necessary competency/ies. The CapSLETs could also be converted into audio or audio-visual scripts if the learners opted to learn via TV/Radio-Based Instruction.

Instructional Monitoring

In the educational system, it is the school head's duty to establish and preserve the competence of the teachers. Instructional monitoring is one of the mechanisms by which Head Teachers seek to achieve appropriate performance expectations and outcomes. It is the resource for quality assurance in the school system and a school administration process that focuses primarily on achieving adequate educational system standards^[20]. Principals, school heads and master teachers also need to offer this encouragement to teachers; they need to be active in implementing educational initiatives by supervising what teachers are doing to the learners. It offers incentives for teachers to build their capacity to contribute to the academic performance of students. Principals as educational leaders are mainly responsible for facilitating successful application of the teaching^[21]. Successful principals involve teachers on an ongoing basis in classroom dialog and reflective activities to ensure they are completely prepared to increase student success. Active principals are aware of the varied educational strategies which improve the professional development of teachers directly or indirectly^[22]. Instructional monitoring is based on school-based supervision by appropriate personnel (principals, school heads and master teachers) in schools to provide supervision, support, and consistency evaluation for the professional development and enhancement of the teaching process for teachers. Instructional monitoring increases the professional awareness of teachers and facilitates the quality of teaching activities^[23]. There are 5 objectives of instructional monitoring, these are: grant teachers concrete reviews; diagnosing and addressing teaching problems; to aid the teachers strengthen their skills and strategies; to appraise teachers for appointments or promotions; and to support teachers in keeping a good attitude towards work^[24]. However, there are several studies that says that implementation of teaching and learning supervision by monitoring for the teachers failed to work effectively because of the problems of supervisors who do not conduct supervision appropriately, unfavourable responses to the teacher supervision goal and who are less involved in teaching and learning of their services are monitored^{[25] [26] [27] [28] [29] [30] [31] [32] [33]}. In addressing these concerns, the Department of Education, through DepEd Order No. 2, s. 2015, adopted the Results-Based Performance Management System as a guide and process in monitoring the performance of the teachers.

PPST-aligned RPMS and the IPCRF

For the purpose of instructional monitoring and performance evaluation of DepEd personnel, the Department of Education introduced the Results-Based Performance Management System stipulated in DepEd Order No. 2, s. 2015. The RPMS is being introduced in accordance with the Strategic Performance Management System (SPMS) of the Civil Service Commission (CSC). This meets the four-phase SPMS process recommended in CSC Circular Memorandum No. 6, s. 2012 and aims to ensure that teaching and non-teaching staff work towards the achievement of the Department's vision, mission, principles, and strategic goals. Results-Based Performance Management System is a systematic performance management, tracking and

evaluation process and the recognition of human resources and organizational development needs to facilitate continuous improvement of the work and individual growth. Changes initiated by various national and global structures such as the K-12 legislation, ASEAN integration, globalization, and other 21st-century learners' shifting character need changes and call for a rethink of the National Competency-Based Teacher Standards (NCBTS) that led to the establishment of the Philippine Professional Standards for Teachers (PPST). The PPST-aligned RPMS includes the performance appraisal tool for a teacher which is the Individual Performance Commitment and Review Form (IPCRF). In understanding the performance appraisal for teachers, Key Result Areas (KRAs) were set as the standards that the teachers must meet in their profession. The KRAs capture the domains presented by the PPST which constitutes the teacher quality. The following are the KRAs set in the IPCRF: Content Knowledge and Pedagogy; Learning Environment and Diversity of Learners; Curriculum and Planning; Assessment and Reporting; and Plus Factor. In achieving the KRAs, each KRA contains series of objectives which serves as the specific tasks that a teacher must satisfy. These objectives for the teachers are then rated by the Master Teachers or the Principal on 5 levels that provides the quantification of performance as Performance Indicators. Per objective, the teacher can be rated as 5-outstanding, 4-Very Satisfactory, 3-Satisfactory, 2-Unsatisfactory, and 1-Poor on the following categories: Effectiveness/Quality; Efficiency; and Timeliness. Effectiveness/Quality refers to what degree does real performance compares with expected performance. It is the degree to which objectives are achieved and the extent to which targeted problems are solved. In management, effectiveness relates to getting the right things done. Efficiency refers to the degree to which time or resources are used for the mission or function intended. It measures if goals are achieved with a minimum amount of waste, cost, or excessive effort. In management, efficiency relates to doing the things right. Timeliness refers to the measures if the delivery was completed on time based on laws and regulations, and/or customers/stakeholders' criteria. Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations. The general weighted average of the ratings of the 13 objectives based on the performance of the teachers shall constitute the performance evaluation rating of the teacher for the school year. In understanding what the raters will evaluate on the teachers, these are the objectives per KRA that a teacher must meet. The First KRA is the Content Knowledge and Pedagogy. In this KRA, there are 3 objectives which are as follows: the teacher applied knowledge of content within and across curriculum teaching areas; the teacher used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.; and the teacher Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. The Second KRA is the Learning Environment and Diversity of Learners. In this KRA, there are 3 objectives which are as follows: the teacher managed classroom structure to engage learners, individually or in groups, in meaningful explanation, discovery and hands-on activities within a range of physical learning environments.; the teacher managed learner behaviour constructively by applying positive and non-violent discipline to ensure learning-focused environments.; and the teacher used differentiated, developmentally appropriate learning experience to address learner's gender, needs, strengths, interests and experiences. The Third KRA is the Curriculum and Planning. In this KRA, there are 3 objectives which are as follows: the teacher planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contents.; the teacher participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.; and the teacher selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals. The Fourth KRA is the Assessment and Reporting. In this KRA, there are 3 objectives which are as follows: the teacher designed, selected, organized, and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.; the teacher monitored and evaluated learner progress and achievement using learner attainment data.; and the teacher communicated promptly and clearly the learner's needs, progress, and achievement to key stakeholders, including parents/guardians. Lastly the Fifth KRA is the Plus Factor. In this KRA, there is only one objective which is the teacher performed various related works/activities that contribute to the teaching-learning process. With the advent of the COVID-19 pandemic and the adaptation of the Zamboanga City Division to Modular Distance Learning via modular-based teaching approach using the Capsulized Self-Learning Empowerment Toolkit (CapSLET) as a Self-Learning Module, it is but a question as to how the performance evaluation and instructional monitoring for the teachers will proceed. The researcher shall adopt the KRAs to determine the phenomenon from the school heads and principals on the use of Capsulized Self-Learning Empowerment Toolkit (CapSLET) as modular-based teaching approach of secondary school teachers by converting the different objectives of the KRAs in the Individual Performance Commitment and Review Form (IPCRF) to open-ended question which will be subjected to thematic analysis.

Perceptions of Teachers in the Instructional Monitoring of Head Teachers

Instructional monitoring is a mechanism to determine if the teachers are conducting the role of teaching at the required level, in compliance with the guidelines developed to govern the education system. These guidelines are presented and discussed in the PPST-aligned RPMS and the IPCRF as performance evaluation tool for the teachers. This is a way of persuading teachers to avoid abuse of methods and the protocols for performing those tasks of their work. If teachers are not well monitored, instructional efficacy would be adversely affected, and the instructional objectives will not be well understood^[34]. Negligence by school heads in enhancing teaching by unsuitable instructional supervisory activities will occur without being identified. This can lead to poor quality teaching and a lack of dedication to work by the teachers inevitably. It is therefore crucial to determine the perceptions of the teachers on the instructional monitoring of the Head Teachers. It is stated that in order to determine the efficacy and quality of the instructional monitoring of school personnel, dimensions such as teaching and learning supervision of Head Teachers, attitudes of the teachers, and teachers teaching competency must be considered^[35]. In carrying out the CapSLET as modular-based teaching approach, Head Teachers must perform the supervisory role on an on-going basis to assist the teachers and Keeping teachers more inspired by positive feedback. It is stated that the monitoring process will help the school evaluate teacher skills competencies and teacher actions towards the teaching-learning process^[36] and helps teachers boost teaching performance so teachers are more assured and able to deal with student learning problems^[37]. Because of this, It is emphasized that teachers will improve the teaching skills with the ability to deliver teaching content in a structured and organized manner, using clear language for students of all skill levels, providing straightforward descriptions and examples, emphasizing the relevant content of the lesson by relating the content to the experience of the students and good use of teaching methods to clarify basic concepts effectively in lessons^[38], which is a crucial determinant in the success of the CapSLET as modular-

based teaching approach. It is therefore important to determine the perception of the teachers on the teaching and learning supervision of school management, attitudes of teachers and competency of teaching. Perceptions of the teachers in the instructional monitoring will be quantified using established questionnaires on teaching and learning supervision^{[37][28]}, attitudes of teachers^[39], and competency of teaching^[40].

Synthesis

In understanding the instructional monitoring Head Teachers on Capsulized Self-Learning Empowerment Toolkit (CapSLET) as modular-based teaching approach of secondary school teachers amidst COVID-19 pandemic, provided by the literatures which support the study, the researchers employed a mixed-methods design: quantitative approach via questionnaire method on the perceptions of the teachers in the instructional monitoring of Head Teachers on Capsulized Self-Learning Empowerment Toolkit (CapSLET) as modular-based teaching approach and were quantified using established questionnaires on teaching and learning supervision^{[37][28]}, attitudes of teachers^[39], and competency of teaching^[40]; and thematic analysis to describe the phenomenon from the Head Teachers on the use of Capsulized Self-Learning Empowerment Toolkit (CapSLET) as modular-based teaching approach of secondary school teachers based from the 5 Key Result Areas of the Individual Performance Commitment and Review Form (IPCRF). Results from this study will give a holistic interpretation of instructional monitoring of Head Teachers on Capsulized Self-Learning Empowerment Toolkit (CapSLET) as Modular-Based Teaching Approach deemed beneficial to the field of research as a contribution of knowledge by presenting a process in the further understanding of the instructional monitoring and as a feedback in aid to the administrators down to the school level and teachers in improving the instructional monitoring as well as the delivery of instruction for the learners amidst COVID-19 pandemic.

Methods

This research study employs a mixed-methods design following the recommendation in education policy research by using the convergence model^[41]. In this mixed-methods design using triangulation design – convergence model, the qualitative data and quantitative data were done concurrently starting from the data collection, data analysis, and data results. The data results were converged by comparing and contrasting during interpretation to come up with a holistic interpretation of the results.

The respondents of the study were the school personnel of the Don Pablo Lorenzo Memorial High School of the Sta. Maria District. The sampling method was employed on 4 levels: Cluster sampling for Teachers and Master Teachers for the quantitative data and Purposive sampling for the School Heads and Principal for the qualitative data. The breakdown of the population size of the school personnel is presented in Table 2. The sample size for the cluster sampling is calculated using the Slovin's formula to get the appropriate sample size from the intended population and is presented in Table 3.

Table 2. DPLMHS School Personnel on Position Categories

| Position | Number of School Personnel |
|--|----------------------------|
| Teachers | 170 |
| Master Teachers | 35 |
| Department Heads | 8 |
| Principal | 1 |
| Total DPLMHS School Personnel Population | 214 |

Table 3. Sample size of DPLMHS School Personnel on Position Categories

| Sampling Method | Position | Sample Size |
|---|------------------|-------------|
| Cluster Sampling using Slovin's Formula | Teachers | 119 |
| | Master Teachers | 33 |
| Purposive Sampling | Department Heads | 8 |
| | Principal | 1 |
| Total Sample Size | | 161 |

The quantitative data were gathered using the established questionnaire tools on the perceptions of teachers and master teachers adopted from the following: teaching and learning supervision^{[37][28]}, attitudes of teachers^[39], and competency of teaching^[40]. Questionnaire framework is based with the following variables: Independent Variables - Teaching and learning supervision of the Head Teachers which are the Knowledge, Interpersonal Skills and Technical Skills; Variable Mediator is the Attitudes of Teachers; and Dependent Variables - Competency of Teaching which are the Teaching Strategies, Techniques and Methods and Communication with Learners and Learner Involvement^[35], gathered via Google Forms. The perception was measured by evaluating the statements given using the 5-Point Likert Scale with the following measures: 5 – Strongly Agree; 4 – Agree; 3 – Disagree; 2 – Do not Agree; and 1 – Strongly Disagree. The breakdown of variables among statements presented in the questionnaire tool in the Appendix A is presented in Table 4 below:

Table 4. Perceptions of Teachers and Master Teachers Breakdown of Variables among Questionnaire Statements

| Teaching and learning supervision of the Head Teachers ^{[37][28]} | | |
|--|-----------|-------------------|
| Variables | Dimension | Item Distribution |

| | | |
|---|---|--------------------------|
| Independent Variables | Knowledge | 1-8 |
| | Interpersonal Skills | 9-16 |
| | Technical Skills | 17-24 |
| Attitudes of Teachers ^[39] | | |
| Variables | Dimension | Item Distribution |
| Variable Mediator | Attitude | 25-44 |
| Teachers Teaching Competency ^[40] | | |
| Variables | Dimension | Item Distribution |
| Dependent Variable | Teaching Strategies, Techniques and Methods | 45-53 |
| | Communication with Students and Student Involvement | 54-66 |

The qualitative data were gathered using the phenomenon of school heads and principal based on the interventions by teachers and master teachers in relation to the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) using the guide questions below which were administered via Google Forms.

1. Describe the interventions of your teachers on the conduct of Blended Modular Distance Learning (BMDL) on your department/school in relation to your instructional monitoring on the Content and Knowledge Pedagogy dimension.
2. Describe the interventions of your teachers on the conduct of Blended Modular Distance Learning (BMDL) on your department/school in relation to your instructional monitoring on the Learning Environment and Diversity of Learners dimension.
3. Describe the interventions of your teachers on the conduct of Blended Modular Distance Learning (BMDL) on your department/school in relation to your instructional monitoring on the Curriculum and Planning dimension.
4. Describe the interventions of your teachers on the conduct of Blended Modular Distance Learning (BMDL) on your department/school in relation to your instructional monitoring on the Assessment and Reporting dimension.
5. Describe the interventions of your teachers on the conduct of Blended Modular Distance Learning (BMDL) on your department/school in relation to your instructional monitoring on the Plus Factor dimension.
6. Describe the intervention of your teachers which you can regard as a best practice in your department/school.

The quantitative data were subjected to statistical testing using the IBM SPSS (Statistical Package for the Social Sciences) for Windows 25th Version and PAST3 software. In describing each variable, mean scores were used. Pearson Correlation Analysis will be used to test the relationships among the variables. Linear Regression Analysis and Mediation Analysis using Sobel Test was used to determine the significant relationship of the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers among Teaching and learning supervision of the Head Teachers; Attitudes of teachers; and Competency of teaching. Furthermore, Principal Component Analysis was used to determine the most important factors that influence the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.

Themes and discussions from the coding and analysis of the qualitative data through inductive thematic analysis using QCMap software were subjected to interpolation to the results from the quantitative data through comparing and contrasting interpretation analysis of the mixed-methods design using convergent model.

Prior to the conduct of the research, this paper was under ethical review of the Department of Education Zamboanga City Division for possible suggestions and considerations to ensure the safety of human subjects in this research and assist in making sure that human rights are not violated which include but not limited to the following: informed consent/assent in the conduct of the study; privacy of the respondents; copyright; child protection; and sensitivity of data. Furthermore, the ethical review helped to protect the institution and the researcher against potential legal implications from any behavior that may be deemed unethical.

Results

Problem Statement number 1.

To identify the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers in the:

- a. Teaching and learning supervision of the Head Teachers;
- b. Attitudes of teachers; and
- c. Competency of teaching

Table 5. Means Scores of the Perceptions of Teachers and Master Teachers on the Teaching and Learning Supervision of the Head Teachers; Attitude of Teachers; and Teachers Teaching Competency

| Teaching and learning supervision of the Head Teachers ^{[37][28]} | | | | |
|--|--|-------------------|-------------|----------------|
| Variables | Dimension | Item Distribution | Mean Scores | Interpretation |
| Independent Variables | Knowledge (K) | 1-8 | 4.45 | SA |
| | Interpersonal Skills (IS) | 9-16 | 4.37 | SA |
| | Technical Skills (TS) | 17-24 | 4.27 | SA |
| Attitudes of Teachers ^[39] | | | | |
| Variables | Dimension | Item Distribution | | |
| Variable Mediator | Attitude (A) | 25-44 | 4.34 | SA |
| Teachers Teaching Competency ^[40] | | | | |
| Variables | Dimension | Item Distribution | | |
| Dependent Variable | Teaching Strategies, Techniques and Methods (TSTM) | 45-53 | 4.32 | SA |
| | Communication with Students and Student Involvement (CSCI) | 54-66 | 4.41 | SA |

As shown on the Table 5., There are three variables determined in the given questionnaire, that is, the Teaching and learning supervision of the Head Teachers^{[37][28]}, Attitudes of Teachers^[39], and Teachers Teaching Competency^[40]. For the Teaching and learning supervision of the Head Teachers^{[37][28]}, the Knowledge Dimension yielded the highest mean score of 4.45, followed by the Interpersonal Skills Dimension of 4.37, and Technical Skills Dimension of 4.27, which all interpreted as "Strongly Agree". This means that, generally, there is a positive influence of the Teaching and learning supervision of the head teachers to the perceptions of the teachers and master teachers on instructional monitoring in all the given dimensions. For the Attitudes of Teachers^[39], the Attitude dimension has a mean score of 4.34, interpreted as "Strongly Agree". This means that there is a positive influence on the attitude of teachers to the perceptions of the teachers and master teachers on instructional monitoring. Finally, in the Teachers Teaching Competency^[40], the Communication with Students and Student Involvement Dimension yielded the highest means score of 4.41 and followed by the Teaching Strategies, Techniques and Methods with 4.32, which all interpreted as "Strongly Agree". This means that there is a positive influence on the teachers teaching competency to the perceptions of the teachers and master teachers on instructional monitoring.

Problem Statement number 2.

To determine the significant relationship of the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers among:

- Teaching and learning supervision of the Head Teachers;
- Attitudes of teachers; and
- Competency of teaching

Table 6. Linear Regression Analysis between Teaching and Learning Supervision of Head Teachers and Teachers Teaching Competency – Teaching Strategies, Techniques, and Methods Dimension as the first Dependent Variable.

| Coefficients _x | | | | | | |
|---------------------------|------------|-----------------------------|-----------------|---------------------------|-------|--------------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
| | | B (UCB) | Std. Error (SE) | Beta | t | |
| 1 | (Constant) | 1.699 | .254 | | 6.681 | .000 |
| | K | .150 | .183 | .165 | .820 | .414 |
| | IS | .080 | .211 | .094 | .378 | .706 |
| | TS | .375 | .143 | .427 | 2.624 | .010* |

x. Dependent variable: TSTM

*significant at $\alpha=0.05$

Table 7. Linear Regression Analysis between Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Attitude of Teachers as Mediator Variable.

| Coefficients _x | | | | | | |
|---------------------------|------------|-----------------------------|--------------------|---------------------------|--------|--------------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
| | | B (UCB) | Std. Error (SE) | Beta | t | |
| 1 | (Constant) | .625 | .180 | | 3.474 | .001 |
| | TS | .870a | .042s _a | .862 | 20.895 | .000* |

x. Dependent variable: A

*significant at $\alpha=0.05$

Table 8. Linear Regression Analysis between Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Attitude of Teachers as Mediator Variable to Teachers Teaching Competency – Teaching Strategies, Techniques, and Methods Dimension.

Coefficients_x

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|-------|------------|-----------------------------|-----------------|---------------------------|-------|-------|
| | | B (UCB) | Std. Error (SE) | Beta | t | |
| 1 | (Constant) | 1.494 | .219 | | 6.830 | .000 |
| | TS | .101 | .096 | .115 | 1.053 | .294 |
| | A | .551b | .095sb | .633 | 5.788 | .000* |

x. Dependent variable: TSTM

*significant at $\alpha=0.05$

Table 9. Mediation Analysis using Sobel Test on Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Attitude of Teachers as Mediator Variable to Teachers Teaching Competency – Teaching Strategies, Techniques, and Methods Dimension.

| Input | | Sobel Test | | | Point Effect Estimate (PEE-r) |
|-------|------|---------------------|-----------------|-------------|-------------------------------|
| | | Test Statistic (TS) | Std. Error (SE) | p-value | |
| a | .870 | 5.58519131 | 0.08582875 | 0.00000002* | 0.47937** |
| b | .551 | | | | |
| sa | .042 | | | | |
| sb | .095 | | | | |

*significant at $\alpha=0.05$

** Strong positive relationship

Linear Regression Analysis between Teaching and Learning Supervision of Head Teachers and Teachers Teaching Competency – Teaching Strategies, Techniques, and Methods Dimension, as shown in Table 6, indicates that there is a significant relationship between the Technical Skills Dimension and Teachers Teaching Competency – Teaching Strategies, Techniques, and Methods Dimension ($UCB=0.375$ SE 0.143; $p\text{-value}=0.010 < \alpha=0.05$). Table 7 also shows that in Linear Regression Analysis, the Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension has a significant relationship with Attitude of Teachers ($UCB=0.870$ SE 0.042; $p\text{-value}=0.000 < \alpha=0.05$). Linear Regression Analysis between Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Attitude of Teachers as Mediator Variable to Teachers Teaching Competency – Teaching Strategies, Techniques, and Methods Dimension, as shown in Table 8, indicates that there is a significant relationship between Attitude of Teachers and Teachers Teaching Competency – Teaching Strategies, Techniques, and Methods Dimension ($UCB=0.551$ SE 0.095; $p\text{-value}=0.000 < \alpha=0.05$). Furthermore, Mediation Analysis using Sobel Test, as shown in Table 9, revealed that there is an indirect strong positive relationship on Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension through Attitude of Teachers as Mediator Variable to Teachers Teaching Competency – Teaching Strategies, Techniques, and Methods Dimension ($TS=5.585$ SE 0.086; $p\text{-value}=0.000 < \alpha=0.05$; $PEE\text{-}r=0.479$).

Table 10. Linear Regression Analysis between Teaching and Learning Supervision of Head Teachers and Teachers Teaching Competency – Communication with Students and Student Involvement Dimension as the second Dependent Variable.

Coefficients_x

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|-------|------------|-----------------------------|-----------------|---------------------------|--------|-------|
| | | B (UCB) | Std. Error (SE) | Beta | t | |
| 1 | (Constant) | 1.788 | .239 | | 7.487 | .000 |
| | K | .440 | .172 | .508 | 2.561 | .011* |
| | IS | -.325 | .198 | -.401 | -1.640 | .103 |
| | TS | .490 | .134 | .585 | 3.648 | .000* |

x. Dependent variable: CSCI

*significant at $\alpha=0.05$

Table 11. Linear Regression Analysis between Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Knowledge Dimension to Attitude of Teachers as Mediator Variable.

Coefficients_x

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|-------|------------|-----------------------------|-----------------|---------------------------|-------|-------|
| | | B (UCB) | Std. Error (SE) | Beta | t | |
| 1 | (Constant) | .072 | .153 | | .472 | .638 |
| | K | .708a1 | .074sa1 | .678 | 9.616 | .000* |
| | TS | .263a2 | .071sa2 | .260 | 3.692 | .000* |

x. Dependent variable: A

*significant at $\alpha=0.05$

Table 12. Linear Regression Analysis between Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Knowledge Dimension with Attitude of Teachers as Mediator Variable to Teachers Teaching Competency – Communication with Students and Student Involvement Dimension.

Coefficients x

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|-------|------------|-----------------------------|---------------------|---------------------------|-------|-------|
| | | B (UCB) | Std. Error (SE) | Beta | t | |
| 1 | (Constant) | 1.835 | .229 | | 8.010 | .000 |
| | K | -.044 | .140 | -.051 | -.314 | .754 |
| | TS | .260b1 | .111 _{Sb1} | .311 | 2.343 | .020* |
| | A | .383b2 | .122 _{Sb2} | .461 | 3.139 | .002* |

x. Dependent variable: CSCI

*significant at $\alpha=0.05$

Table 13. Mediation Analysis using Sobel Test on Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Attitude of Teachers as Mediator Variable to Teachers Teaching Competency – Communication with Students and Student Involvement Dimension.

| Input | | Sobel Test | | | Point Effect Estimate (PEE-r) |
|-----------------|------|---------------------|-----------------|--------------------|-------------------------------|
| | | Test Statistic (TS) | Std. Error (SE) | p-value | |
| a1 | .708 | 2.27515122 | 0.08090891 | 0.02289686* | 0.18408** |
| b1 | .260 | | | | |
| S _{a1} | .074 | | | | |
| S _{b1} | .111 | | | | |
| a2 | .263 | 2.39493764 | 0.04205913 | 0.01662319* | 0.100729** |
| b2 | .383 | | | | |
| S _{a2} | .071 | | | | |
| S _{b2} | .122 | | | | |

*significant at $\alpha=0.05$

**No or negligible relationship

Linear Regression Analysis between Teaching and Learning Supervision of Head Teachers and Teachers Teaching Competency – Communication with Students and Student Involvement, as shown in Table 10, indicates that there is a significant relationship between the Technical Skills Dimension and Knowledge Dimension to Teachers Teaching Competency – Communication with Students and Student Involvement ($UCB=0.490$ SE 0.134, $p\text{-value}=0.000 < \alpha=0.05$; $UCB=0.440$ SE 0.172, $p\text{-value}=0.011 < \alpha=0.05$). Table 11 also shows that in Linear Regression Analysis, the Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Knowledge Dimension has a significant relationship with Attitude of Teachers ($UCB=0.263$ SE 0.071, $p\text{-value}=0.000 < \alpha=0.05$; $UCB=0.708$ SE 0.074, $p\text{-value}=0.000 < \alpha=0.05$). Linear Regression Analysis between Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Knowledge Dimension with Attitude of Teachers as Mediator Variable to Teachers Teaching Competency – Communication with Students and Student Involvement Dimension, as shown in Table 12, indicates that there is a significant relationship between the Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Attitude of Teachers to Teachers Teaching Competency – Communication with Students and Student Involvement Dimension ($UCB=0.260$ SE 0.111, $p\text{-value}=0.020 < \alpha=0.05$; $UCB=0.383$ SE 0.122, $p\text{-value}=0.002 < \alpha=0.05$). Furthermore, Mediation Analysis using Sobel Test, as shown in Table 13, revealed that there is a significant yet negligible relationship on Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Attitude of Teachers as Mediator Variable to Teachers Teaching Competency – Communication with Students and Student Involvement Dimension ($TS=2.275$ SE 0.081, $p\text{-value}=0.023 < \alpha=0.05$, $PEE-r=0.184$; $TS=2.395$ SE 0.042, $p\text{-value}=0.017 < \alpha=0.05$, $PEE-r=0.101$).

Problem Statement number 3.

To determine the most important factors that influence the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.

Table 14. Principal Component Analysis of the variables treated as factors in determining with the most influence on the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.

| Association between Variables and Principal Components | Principal Component 1 (81.511% variance) | Principal Component 2 (12.362% variance) |
|--|--|--|
|--|--|--|

| | | |
|-------------|--|---|
| K | 0.42293 (Strong positive relationship to PC 1) | -0.3147 (Moderate negative relationship to PC 2) |
| IS | 0.42586 (Strong positive relationship to PC 1) | -0.33291 (Moderate negative relationship to PC 2) |
| TS | 0.42014 (Strong positive relationship to PC 1) | -0.24524 (Weak negative relationship to PC 2) |
| A | 0.42741 (Strong positive relationship to PC 1) | -0.15651 (No or negligible relationship to PC 2) |
| TSTM | 0.37712 (Moderate positive relationship to PC 1) | 0.58523 (Strong positive relationship to PC 2) |
| CSCI | 0.37195 (Moderate positive relationship to PC 1) | 0.60249 (Strong positive relationship to PC 2) |

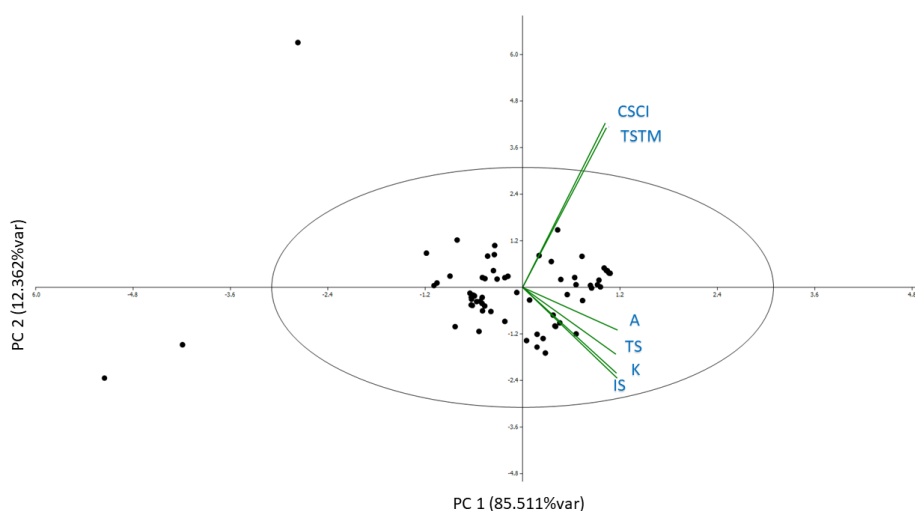


Figure 2. Principal Component Analysis scatter plot with 95% confidence ellipse of the variables treated as factors in determining with the most influence on the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.

Principal Component Analysis shows that at Principal Component 1 with 81.511% variance, it means that for the majority of the data, at 95% confidence level, there is an strong positive relationships between the Principal Component 1 and among the following variables when treated as factors: Knowledge Dimension, Interpersonal Skills Dimension, Technical Skills Dimension, and Attitude of Teachers and followed by Teaching Strategies, Techniques and Methods Dimension and Communication with Students and Student Involvement Dimension with moderately strong relationships, as shown in Table 14. These implies that, as shown on Figure 2., that the Knowledge Dimension, Interpersonal Skills Dimension, Technical Skills Dimension, and Attitude of Teachers influences the most on the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic. Moreover, at 12.362% variance, the Teaching Strategies, Techniques and Methods Dimension and Communication with Students and Student Involvement Dimension has the minority influence on the perceptions of teachers and master teachers in the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.

Problem Statement number 4.

To describe the phenomenon on the interventions by teachers and master teachers in relation to the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.

Table. 15. Inductive Thematic Analysis on the interventions by teachers and master teachers in relation to the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of secondary school teachers amidst COVID-19 pandemic.

| Category ID | Category Name | Absolute Count | % of SUM | N of Documents | % of Documents |
|--------------|--|----------------|----------|----------------|----------------|
| | Intervention in relation to Instructional Monitoring | 176 | 100 | 1 | 100 |
| RQ4-1 | Teaching Intervention | 43 | 24 | 1 | 100 |
| RQ4-2 | Teaching Modality | 11 | 6 | 1 | 100 |
| RQ4-3 | Teaching Strategy | 28 | 15 | 1 | 100 |
| RQ4-4 | Instructional Materials | 14 | 7 | 1 | 100 |
| RQ4-5 | Learner Assessment and Evaluation | 19 | 10 | 1 | 100 |

| | | | | | |
|---------------|----------------------------------|----|----|---|-----|
| RQ4-6 | Challenges | 19 | 10 | 1 | 100 |
| RQ4-7 | Stakeholders Involvement | 3 | 1 | 1 | 100 |
| RQ4-8 | Physical Assets | 1 | 0 | 1 | 100 |
| RQ4-9 | Learner's Well-being | 11 | 6 | 1 | 100 |
| RQ4-10 | Teacher's Professional Structure | 27 | 15 | 1 | 100 |

Table 16. Identified Themes

| Themes Identified - Phenomenology | | |
|-----------------------------------|-----------------------------------|----------------|
| Code to Themes | | Percentage (%) |
| RQ4-1 | Teaching Intervention | 24.0% |
| RQ4-3 | Teaching Strategy | 15.0% |
| RQ4-10 | Teacher's Professional Structure | 15.0% |
| RQ4-5 | Learner Assessment and Evaluation | 10.0% |
| RQ4-6 | Challenges | 10.0% |

The Inductive Thematic Analysis, as shown in Table 15., presents the summary of coding of themes on the phenomenon of school heads and principal based on the interventions by teachers and master teachers in relation to the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL). It is determined, as shown in Table 16., the themes identified according to the Percentage (%) coded and are as follows: Theme 1 – Teaching Intervention (24.0%); Theme 2 – Teaching Strategy (15.0%); Theme 3 - Teacher's Professional Structure (15.0%); Theme 4 - Learner Assessment and Evaluation (10.0%); and Theme 5 - Challenges (10.0%). These themes identified are the most common perceptions of the school heads and principals based on the interventions by teachers and master teachers in relation to the instructional monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) on the given Key Result Areas (KRAs) in the appraisal of teachers.

Table 17. Significant Findings using Mixed Methods Design.

| Quantitative Data | Qualitative Data |
|---|--|
| Strong Positive Relationship on Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Attitude of Teachers as Mediator Variable to Teachers Teaching Competency – Teaching Strategies, Techniques, and Methods Dimension. | Phenomenon of School Heads and Principal based on the Interventions by Teachers and Master Teachers in relation to the Instructional Monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) <ul style="list-style-type: none"> • Teaching Intervention • Teaching Strategy • Teacher's Professional Structure • Learner Assessment and Evaluation • Challenges |
| Most Important Factors that Influence Perceptions of Teachers and Master teachers in the Instructional Monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach: <ul style="list-style-type: none"> • Knowledge Dimension • Interpersonal Skills Dimension • Technical Skills Dimension • Attitude of Teachers Dimension | |

Table 17. shows the significant findings of the quantitative data analysis and qualitative data analysis. For quantitative data, 2 major findings are found: 1. There is a Strong Positive Relationship on Teaching and Learning Supervision of Head Teachers – Technical Skills Dimension and Attitude of Teachers as Mediator Variable to Teachers Teaching Competency – Teaching Strategies, Techniques, and Methods Dimension; and 2. Most Important Factors that Influence Perceptions of Teachers and Master teachers in the Instructional Monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach are as follows: Knowledge Dimension; Interpersonal Skills Dimension; Technical Skills Dimension; and Attitude of Teachers Dimension. For qualitative data, these are the themes identified on the Phenomenon of School Heads and Principal based on the Interventions by Teachers and Master Teachers in relation to the Instructional Monitoring of Head Teachers on Blended Modular Distance Learning (BMDL): Teaching Intervention; Teaching Strategy; Teacher's Professional Structure; Learner Assessment and Evaluation; and Challenges.

Discussion

In this mixed-methods design using triangulation design – convergence model, the qualitative data and quantitative data were done concurrently starting from the data collection, data analysis, and data results^[41]. Discussion is done using themes as headers in converging qualitative data and quantitative data.

Theme 1. Teaching Intervention

Instructional monitoring is an essential component of a successful teaching intervention program. The process involves regular checks and review of the instructional process and the learning gains of the students. The primary objective of instructional monitoring is to ensure that the teaching intervention employed is effective in meeting the learning goals of the students. Several methods can be employed in instructional monitoring, ranging from formative assessments, performance reviews, and other data analyses to identify how successful a particular teaching intervention is and what modifications are required. A clear emphasis should be placed on data-driven decision making as this ensures that interventions are made based on actual, real-time data, and results. Instructional monitoring is critical because it enables teachers to provide interventions tailored to the learning needs of their students. By closely monitoring the teaching process, teachers can identify weak areas and gaps, make informed decisions, and adjust instructional methods accordingly. Additionally, this can help to ensure that teachers are using the most effective strategies to teach their students. This is particularly important for students who are struggling to learn, as these students require additional attention to get the support they need. Given the importance of instructional monitoring, it is essential to use effective methods to track and monitor student progress. One effective method of instructional monitoring is the use of formative assessments. These assessments are administered regularly to help teachers gauge students' level of understanding and identify areas where they require more attention. Formative assessment also provides an opportunity for teachers to give students feedback on their progress while they are still learning. Performance reviews are another effective method of instructional monitoring. Performance reviews are useful for tracking improvement and identifying areas of weakness. Through performance reviews, teachers can provide constructive feedback to their students and design interventions that target specific areas that require improvement. The data generated through performance reviews also allows teachers to track progress over time and make adjustments as necessary. An effective instructional monitoring system should also take into consideration the culture and values of the community in which it operates. The best way to ensure that the monitoring process is effective and productive is for teachers, parents, and students to work together to develop a system that meets the needs of everyone involved. Communication is key in establishing trust and building a sense of shared responsibility among all parties. Technology can also play a critical role in the instructional monitoring process. With advances in technology, data collection and analysis have become more efficient and precise. By leveraging technology, teachers can quickly identify areas that need additional attention and make informed decisions to improve the learning process. Collaboration among teachers is another essential component of instructional monitoring. By sharing best practices, teachers can improve their instructional techniques and learn new methods for meeting student needs. Collaboration also fosters a sense of cohesion among educators, which can result in higher morale and increased effectiveness. One of the challenges of instructional monitoring is ensuring that interventions are implemented consistently across all classrooms. This requires a system of checks and balances to ensure that interventions are being delivered in line with established guidelines. Classroom observation, peer review, and other evaluative tools can be employed to maintain consistency and quality. Data-driven decision making is also critical in instructional monitoring. Teachers and administrators must be able to use data to identify areas that require intervention and to design programs that are tailored to students' needs. Data analysis can be employed to identify patterns and trends, make informed decisions, and improve student learning. It has found that there is a strong positive relationship on teaching and learning supervision of head teachers – technical skills dimension and attitude of teachers as mediator variable to teachers teaching competency – teaching strategies, techniques, and methods dimension. This explains the teaching intervention as perception of the school heads and administrator in relation to their instructional monitoring amidst COVID-19 pandemic. Similarly, these are the following core intervention components: A progress monitoring measurement model, which included: – the progress monitoring measures that were administered; – the frequency with which data were collected; – the “cut points” or scores that would differentiate students who were meeting “benchmark” expectations for reading growth from those who were considered in need of targeted or intensive intervention to improve reading growth; and – the supporting technology used to manage and graph the data. Also, procedures for using progress monitoring data to: – identify students in need of intervention (e.g., hold grade-level data-review meetings); – modify instruction for students making insufficient progress (e.g., assign struggling students to tier 2 or tier 3 intervention); and – identify students who may be eligible for special education services because of a reading disability, develop IEP goals, and monitor progress toward them (e.g., consider progress monitoring data in student study team deliberations) [42]. In conclusion, instructional monitoring is a critical component of any successful teaching intervention program. It provides a framework for assessing the effectiveness of instructional techniques and for designing interventions that are tailored to students' needs. By using effective methods of data collection and analysis, leveraging technology, promoting collaboration among educators, and prioritizing data-driven decision making, instructional monitoring can enhance the quality and effectiveness of teaching intervention programs.

Theme 2. Teaching Strategy

Teaching Strategy, as one of the identified themes in this research, can be explained by the identified most important factors that influence perceptions of teachers and master teachers in the instructional monitoring of head teachers on blended modular distance learning (BMDL) teaching approach such as knowledge, technical skills, and attitude of teachers. Teaching is a complex process that involves not only the transfer of knowledge and skills, but also the development of the right attitude towards learning. Teachers play a crucial role in the education system as they are responsible for preparing students for the challenges of the modern world. To do this effectively, it is necessary for teachers to have the proper teaching strategy, knowledge, skills, and attitude. These concepts in depth, focusing on the attributes that are essential for teachers to possess to deliver an effective education. One of the most important aspects of teaching is the development of a coherent teaching strategy. Every teacher must have a plan of action to deliver effective lessons to their students. This strategy must be carefully crafted with an understanding of the students' needs, learning styles, and academic levels. A teacher's teaching strategy should range from planning the course content, making lesson plans, formulating assessments, managing classroom activities, and evaluating student performance. A well-thought-out teaching strategy ensures that students are thoroughly engaged and are making progress in their learning journey. Another important aspect is the knowledge base that teachers are drawing from to inform their teaching. Effective teaching requires teachers to have a high level of expertise in the subject they are teaching. They need to have a deep understanding of the fundamental concepts and ideas that underpin their subject. Teachers also need to have a thorough knowledge of the pedagogical strategies that can be used to make their subject engaging and accessible. For instance, history teachers need to be aware of the most effective ways to use primary sources to teach history, while mathematics teachers need to know how to model real-world problems to help students visualize mathematical concepts. In addition to teaching strategy and

knowledge, teachers must also have the skills necessary to convey their knowledge in a way that resonates with their students. One such skill is the ability to communicate clearly and effectively. Teachers need to be able to use language that is appropriate for their students' academic level, cultural backgrounds, and learning styles. They also need to know how to create a positive classroom environment where students feel comfortable expressing their thoughts and ideas. Other skills that teachers need include creativity, critical thinking, problem-solving, leadership, and organization. Teachers who possess these skills are more likely to be effective in their roles. An effective teacher must also have a positive attitude towards learning. They must believe that all their students can achieve their potential, and they must work to foster an environment of growth and learning. They must be passionate about their subject, and able to motivate students to engage with it. This positive attitude towards learning can be infectious and can inspire students to develop a lifelong love for learning. Moreover, a positive teaching attitude enables the teacher to approach problems in the classroom with a can-do attitude, rather than focusing on the limitations. The attitude of a teacher is not only related to teaching, but it also extends to how they interact with their students. Teachers with positive attitudes create a supportive environment in which students feel seen, heard, and encouraged. They listen to their students, respecting their opinions and beliefs, and creating a safe space for learning and growth. They must be empathetic and understanding and be willing to adapt their teaching styles to meet individual student needs. Furthermore, teachers must have an ongoing commitment to professional development. The field of education is continually changing, and teachers need to keep up with the latest theories, policies, and practices. They need to be committed to remaining up to date, developing new skills, and enhancing their knowledge base. Professional development activities can include attending conferences, participating in workshops, and engaging in collaborative professional development activities. This commitment to lifelong learning ensures that teachers are equipped to deliver the best possible educational experience for their students. Effective teaching requires teachers to be reflective practitioners. They need to be able to evaluate their teaching strategies, adjust their approach when necessary, and monitor student progress. This reflective process helps teachers to identify areas of strength and areas that need improvement. This approach ensures that teachers are continually improving, developing their capacity as education providers, and contributing positively to the learning environment. Lastly, teachers must be able to work collaboratively with colleagues and other members of the school community. Collaboration facilitates the sharing of ideas, knowledge, and best practices, and ensures that all teachers are working towards a common goal. Working collaboratively also requires teachers to be open-minded, respectful, and willing to learn from others. When teachers work together, instructional techniques and approaches can be refined for optimal effect. An effective teacher performs a variety of tasks that can be divided into three main roles: (1) selecting the most effective instructional strategies to use, (2) creating a curriculum that promotes student learning, and (3) effectively utilizing classroom management strategies. Because of this, competent instructors have access to a variety of instructional methodologies, are adept at determining and articulating the ideal order and pace for presenting their material and are knowledgeable about classroom management measures ^[43].

Theme 3. Teacher's Professional Structure

In this study, teacher's professional structure can relate to the interpersonal skills as well as the positive relationship of teaching and learning supervision of head teachers – technical skills dimension and attitude of teachers as mediator variable to teachers teaching competency – teaching strategies, techniques, and methods dimension. Professionalism in the teaching profession is not an option, but a requirement. Teachers are not only tasked with instructing students academically, but also inculcating values and instilling morals in them. They are expected to be model citizens who live the ideals they teach. Teacher professionalism is defined as the collective image of teachers in society, encompassing their moral and ethical qualities, knowledge, and performance. The education sector is crucial to any nation's development, and teacher professionalism plays a significant role in promoting it. Perception plays a vital role in teacher professionalism. How teachers conduct themselves in and out of the classroom significantly impacts their image and outcomes. Teacher image influences students, parents, and colleagues, among others. Teachers' character, behavior, dressing, and communication skills communicate their professionalism. Their ability to build student-teacher relationships and provide accurate and timely feedback affects student performance. Positive attitudes towards students and colleagues create a conducive learning environment. Therefore, teachers should be intentional in building a professional image and ensure it matches their expectations. Instructional monitoring is the continuous process of checking and assessing the effectiveness of teaching and learning. It is an important tool for teacher professionalism since it ensures quality instruction delivery. The process enables teachers to identify learner's learning gaps, strengths, and weaknesses and adjust their teaching methods accordingly. For instance, monitoring tests helps teachers examine curriculum objectives and identify areas that need review. The monitoring process involves both formative and summative assessments. The former allows teachers to identify instructional needs in real-time, while the latter examines the outcomes of the whole learning process. In summary, instructional monitoring is key to ensuring quality instruction delivery and improving student performance. Professionalism is also influenced by teachers' ethical and moral standards. Ethical and professional conduct is crucial for a teacher to earn respect and trust among students and colleagues. Teachers who uphold ethical standards are seen as role models who inspire students to apply the same values in their lives. Ethical conduct involves maintaining confidentiality, respecting students' dignity, and avoiding unethical relationships. Moral standards require teachers to provide honest and accurate feedback and avoid favoritism or discrimination. Teachers also need to respect cultural, religious, and ethnic diversity among students and colleagues. Teacher professionalism also involves knowledge and skills. Teachers' qualifications, pedagogical skills, and instructional techniques affect their professional image. Qualified and skilled teachers are highly respected and recognized for their ability to impart their knowledge and skills to learners effectively. Teachers should continuously update themselves with the latest curriculum changes and pedagogical advances to enhance their performance. Teacher professionalism requires that teachers apply the right instructional strategies and adapt to different students' learning styles. Furthermore, they should understand the objectives of the curriculum and the goals of each lesson to ensure effective instruction delivery. Professional development is a crucial aspect of teacher professionalism. Teachers need continuous training to develop essential skills, update their knowledge and recalibrate their teaching methods to meet the changing educational demands. Professional development enables teachers to learn new approaches and strategies that enhance their instruction delivery. They develop effective time management, organization, and communication skills that improve their performance. Moreover, professional development offers opportunities for teachers to learn from colleagues, sharing best practices, and solving challenges collectively. Teacher ethics are central to teacher professionalism. Teachers need to be aware of their role as models and the impact of their actions on the student

community. Ethical behavior involves honesty, fairness, and impartiality in dealing with students' issues. Teachers should avoid favoritism and discrimination in handling student affairs. Additionally, they should ensure student safety and provide an environment that supports learning. Ethical teachers maintain professional boundaries, avoid inappropriate relationships, and preserve confidentiality. Proper ethical and professional conduct builds trust and earns the respect of the student body. Instructional monitoring is tied to teacher professionalism. It enables teachers to collect data on students' progress, assess their teaching effectiveness, and adjust their teaching methodology to meet the students' needs. The data collected from monitoring allows teacher reflection and analysis of the learning process. They can identify areas of improvement and adjust their teaching methods to enhance learning outcomes. Monitoring serves as a diagnostic tool for teachers and is essential for the professional development process. Teacher professionalism is enhanced through self-reflection and monitoring. Teachers need to reflect on their practice and assess their effectiveness continuously. Self-reflection provides insight into one's practices and enables teachers to evaluate their methods and procedures. It enables teachers to monitor their conduct to ensure they remain professional and ethical while imparting knowledge. It is highlighted that there are 5 professional competencies of teachers, these are: communicative-methodological competence - the ability of a teacher of professional education to use various information (knowledge of information resources, their search, and selection) is one aspect of their communicative-methodological competence. On the other hand, they must be able to recognize the causes and effects of various scientific branches. such as noticing patterns in events.; socio-communicative competence - a professional education teacher's socio-communicative competency entails that he or she is capable of accurately evaluating collaboration and socio-economic micro and macro conditions.; Personal competence, which can fall under Interpersonal Skills Dimension and Attitude of Teachers Dimension in this research, entails maintaining one's mental and physical well-being as well as adhering to safety regulations.; rapid technological competence - refers to the capacity to be aware of all types of tasks necessary (in the activity of the enterprise's leader) in a specific sector.; theoretical competence - is a vast body of acquired information, making it possible to use and expand upon it.; and practical competence - means having the ability to put all of one's acquired knowledge into practice^[44].

Theme 4. Learner Assessment and Evaluation

Learner assessment and evaluation as a phenomenon frequently discussed by the respondents equates similarly to the strong positive relationship on teaching and learning supervision of head teachers – technical skills dimension and attitude of teachers as mediator variable to teachers teaching competency – teaching strategies, techniques, and methods dimension. This means that education system has been built to prioritize learning and education. With learning having a significant impact on an individual's life, it is vital that students receive quality education. Teachers are the key players in the education system, and it is upon them to ensure that learners thrive academically, intellectually, and socially. One critical aspect of teaching and learning is learner assessment and evaluation. This encompasses the methods used to gather information about the learner's understanding of the concepts taught. In this paper, we shall delve into the importance of learner assessment and evaluation, and teacher monitoring. Learner assessment and evaluation play a significant role in teaching and learning, and it is imperative that it is given top priority. Firstly, assessment ensures that the learner is learning and understanding what is being taught. In the current education system, where teacher-centered approaches have given way to student-centered approaches, assessment ensures that learners participate in their learning, take charge of their learning, and are accountable for their learning. Assessments allow learners to be self-motivated and have a sense of achievement when they do well. Moreover, assessments have been shown to improve learning outcomes and academic performance. Secondly, assessment equips the teacher with information about the students' learning needs, strengths, and weaknesses. Through assessments, teachers can adjust their teaching methods, approaches, and strategies to meet the needs of individual learners. They can differentiate instruction and provide support to learners who need it. Lastly, learner assessment and evaluation have the potential to create a feedback loop where learners can receive feedback on their learning and performance. This feedback loop is essential for learners to reflect on their learning, identify their strengths and areas of improvement, and set goals that will enable them to improve their academic performance. There are different types of learner assessment and evaluation, and it is important to understand each type to determine which one is appropriate for a given situation. One type of assessment is formative assessment. This type of assessment is conducted during the learning process and is aimed at providing feedback to learners, identifying their strengths and weaknesses, and evaluating their understanding of concepts. Formative assessment is beneficial as it provides instant feedback to the learner and allows the teacher to adapt their teaching methods to suit the learner's needs. Another type of assessment is summative assessment. Summative assessment is conducted at the end of the learning process and is aimed at evaluating the learner's overall understanding of the concepts taught. The teacher uses summative assessment to determine the learner's level of academic performance and to decide whether they have met the learning objectives. Another type of assessment is diagnostic assessment. This type of assessment evaluates the learner's prior knowledge and understanding of the concepts that will be taught. Diagnostic assessment is beneficial as it enables the teacher to tailor their instruction to meet the needs of individual learners. Teacher monitoring is a crucial aspect of the education system, and it is aimed at ensuring that teachers are diligent in their work and are providing quality education to learners. Teacher monitoring encompasses various aspects, including classroom observation, teacher evaluation, and teacher professional development. Classroom observation is a method used to evaluate the teacher's effectiveness in the classroom. Through classroom observation, a supervisor or a mentor teacher can evaluate how the teacher is delivering their instruction, how the learners are responding, and whether the teacher is meeting the learning objectives. Classroom observation is beneficial as it provides constructive feedback to the teacher, allowing them to improve their teaching methods and approaches. Teacher evaluation is a method used to assess the teacher's overall performance, including their teaching methods, classroom management skills, and their ability to create a conducive learning environment. The evaluation is conducted using various methods, including student surveys, peer evaluations, and supervisor evaluations. The purpose of teacher evaluation is to ensure that teachers are providing quality education and are meeting the learning objectives. Another aspect of teacher monitoring is professional development. Professional development is crucial as it enables teachers to stay up-to-date with the latest teaching methods, approaches, and strategies. Through professional development, teachers are equipped with the knowledge and skills required to teach effectively and meet the needs of individual learners. In conclusion, learner assessment and evaluation, and teacher monitoring are imperative aspects of teaching and learning. Learner assessment and evaluation are beneficial as they ensure that learners are learning, teachers are aware of their learners' strengths and weaknesses, and learners receive timely. Every teacher must at some time

implement the evaluation of students' learning as well as the students' evaluation of themselves based on the feedback they received from the teacher. As a result, it is crucial for both teachers and students^[45]. Assessment may be used to support learning, ensure and improve accountability in the education sector (especially in classroom activities), certify teachers and learners, monitor and evaluate teaching and learning progress, determine and improve teachers' effectiveness, identify needs for professional development, and allocate resources for teaching and learning to teachers, students, and schools^[46]. Furthermore, teachers are expected to understand evaluation criteria at all levels and use the data gathered throughout the assessment process to enhance their teaching methods^{[47][48]}.

Theme 5. Challenges

Instructional monitoring is a crucial component of educational systems worldwide. This approach ensures that teachers and educators are effectively implementing standards and objectives in their instruction. However, instructional monitoring can pose several challenges that must be addressed. Firstly, the reliability of the evaluation process can be a considerable challenge in instructional monitoring. The monitoring process is usually done by a supervisor who has other tasks within the school. Hence, it is difficult to evaluate the teacher's performance objectively and comprehensively. Regardless of the criteria that are being evaluated, there is a high likelihood of subjective judgments. This limitation makes instructional monitoring less objective, and it is possible that judgments made during the evaluation process may not necessarily reflect actual performance. Secondly, the lack of continuity in instructional monitoring can be a significant challenge. In most academic settings, instructional monitoring usually happens periodically, such as twice a year. This periodicity may not necessarily reflect the teacher's performance throughout the year. Additionally, it can be challenging to gauge improvement or deterioration in performance, especially in subjects that require long-term engagement, such as science and math. Thirdly, instructional monitoring is usually designed to evaluate the teacher's performance rather than to improve it. Therefore, the emphasis is on identifying areas where the teacher must improve, rather than providing helpful feedback or practical steps to help the teacher improve. Fourthly, instructional monitoring can be a deterrent if teachers perceive it as a hindrance to their autonomy. This perception can lead to resentment and hostility towards the evaluation process, and in some cases, it can lead to dishonesty and lack of transparency in self-assessment. Fifthly, instructional monitoring can be a challenge for educators who work in schools located in communities with diverse socio-economic backgrounds and learning disparities. In such cases, effective instructional monitoring must ensure that all teachers have the necessary resources to deliver quality instruction. Moreover, monitoring must ensure that teachers do not experience undue pressure to meet unrealistic objectives. Sixthly, instructional monitoring can be restrictive and limiting in that it may not account for unique teaching styles and differences in students' learning styles. Different students learn differently, and the monitoring process may not adequately take this into account, resulting in inaccurate assessments of teacher performance. Seventhly, instructional monitoring can be a hindrance to innovative teaching and learning approaches. Teachers may feel pressure to conform to traditional teaching approaches to comply with monitoring standards, limiting their ability to introduce new and creative methodologies. Eighthly, instructional monitoring can lack the necessary accountability and transparency, which is detrimental to both teachers and students. In such instances, monitoring standards and expectations may not be clear, resulting in an unfair evaluation process that prioritizes the system's interest over the students' or teachers'. Ninthly, instructional monitoring can overlook critical components of teacher performance that cannot be quantified, such as passion and motivation in teaching. Such qualities are difficult to assess, and failure to consider them may lead to incomplete evaluations that do not fully reflect the teacher's ability. Finally, instructional monitoring can be a challenge when teachers face multiple goals that distract from the primary task of teaching. Many teachers are expected to participate in extra-curricular activities or undertake administrative duties, which may reduce the time dedicated to teaching and hinder the evaluation process's effectiveness. There are 6 question-statements that administrators and supervisors faced during the peak of the COVID-19 pandemic: 1. How do we support teachers in the transition from face-to-face to virtual classes and, meetings; 2. How do we focus on addressing the needs of teachers while engaged in remote or online learning; 3. How do we maintain communication, contact, and relationships with teachers; 4. How do we celebrate successes as teachers work with students in the virtual world; 5. How do we assess the quality of the teaching-learning process; and 6. How do we plan for the next steps^[49]. In conclusion, instructional monitoring is essential to ensuring quality education remains a top priority. However, it is susceptible to numerous challenges. To mitigate these challenges, monitoring processes must be transparent and accountable, focus on individual teacher development, consider unique learning styles, and seek innovative and creative approaches to teaching. Additionally, monitoring must avoid negative perceptions, ensuring that teachers feel valued, respected, and involved in the evaluation process's design and implementation. By addressing these challenges, instructional monitoring can effectively assess the quality of education and, in turn, contribute to sustainable and equitable educational systems.

The COVID-19 pandemic has had an unprecedented impact on the education sector worldwide, forcing schools and institutions to adapt to remote and online learning methods. In the face of this challenge, instructional monitoring has taken on a critical role in ensuring that students continue to receive quality education amidst the pandemic. In conclusion, instructional monitoring has become a critical tool for supporting student learning during the COVID-19 pandemic. Using learning analytics, video conferencing, and regular communication, teachers can gain valuable insights into student engagement and performance and provide targeted support to those who may be struggling. However, challenges such as increased workload and the digital divide must be addressed to ensure that all students have access to quality education during these challenging times. By investing in teacher development and prioritizing equitable access to technology and resources, schools and institutions can help to mitigate the impact of the pandemic on student learning and success. Thus, this triangulation method is timely and relevant to provide a baseline information on the Instructional Monitoring of Head Teachers on Blended Modular Distance Learning (BMDL) Teaching Approach of Secondary School Teachers amidst COVID-19 Pandemic.

Conclusions and Recommendations

Effective instructional monitoring during the COVID-19 pandemic requires collaboration and communication between teachers, administrators, and parents. This can help to create a supportive network for students, particularly those who may be experiencing additional stressors because of the pandemic. Based on the results and discussion of the study, it is concluded that:

1. An improved performance on teaching and learning supervision of head teachers – technical skills dimension and improved attitude of teachers as mediator variable yields better teachers teaching competency – specifically on teaching strategies, techniques, and methods dimension;
2. Knowledge, interpersonal skills, technical skills, and attitude of teachers are the most important factors that influence perceptions of teachers and master teachers in the instructional monitoring of head teachers on blended modular distance learning (BMDL) teaching approach; and
3. Teaching intervention, teaching strategy, teacher's professional structure, learner assessment and evaluation, challenges are the most important areas of concerns on the perceptions of the head teachers in addressing their instructional supervision competencies to secondary school teachers during the COVID-19 pandemic.

Moreover, other factors like regular communication and feedback, through further phenomenological and mixed-method studies, can help teachers and administrators to identify any issues that may be impacting student learning and work collaboratively with other stakeholders to find solutions, is recommended.

Acknowledgements

The researchers thank the support of the Department of Education – Zamboanga City Division and Don Pablo Lorenzo Memorial High School – Junior High School teaching and administrative personnel on this research.

References

- [1]. J. A. Akinwumiju and C. O. Agabi, "Foundations of School Management," Port Harcourt: University of Port Harcourt Press, 2008.
- [2]. C. D. Glickman, "Supervision in transition," Alexandria, VA: ASCD, 1992.
- [3]. T. J. Sergiovanni and R. J. Starratt, *Supervision: A redefinition*, Boston, MA: McGraw- Hill, 2002.
- [4]. E. Gorbalenya, S. C. Baker, R. S. Baric, R. J. de Groot, C. Drosten and A. A. Gulyaeva, "The species Severe acute respiratory syndrome-related coronavirus: classifying 2019-nCoV and naming it SARS-CoV-2," *Nature Microbiology*, vol. 5, no. 4, p. 536–544, 2020.
- [5]. U.S. Centers for Disease Control and Prevention, "How COVID-19 Spreads," Centers for Disease Control and Prevention (CDC), 2020.
- [6]. World Health Organization, "Getting your workplace ready for COVID-19," World Health Organization, 2020a.
- [7]. J. F. Gehanno, V. Bonneterre, P. Andujar, J. Pairon, C. Paris and A. Petit, "How should data on airborne transmission of SARS-CoV-2 change occupational health guidelines?," *Occupational and Environmental Medicine (Letter)*, no. 106707, 2020.
- [8]. Johns Hopkins University, "COVID-19 Dashboard by the Center for Systems Science and Engineering (CSSE) at Johns University (JHU)," Johns Hopkins University, 2020.
- [9]. World Health Organization, "WHO Director-General's opening remarks at the media briefing on COVID-19," World Health Organization, 2020b.
- [10]. A. Ramzey and T. May, "Philippines Reports First Coronavirus Death Outside China," *The New York Times*, 2020.
- [11]. Department of Health, "COVID-19 Tracker," Department of Health - Philippines, 2020.
- [12]. N. D. Schwartz, "Coronavirus Recession Looms, Its Course "Unrecognizable"," *The New York Times*, 2020.
- [13]. McFall-Johnsen, J. Kaplan, L. Frias and Morgan, "A third of the global population is on coronavirus lockdown — here's our constantly updated list of countries and restrictions," *Business Insider Australia*, 2020.
- [14]. S. Sirletti, C. Remondini and D. Lepido, "Virus Outbreak Drives Italians to Panic-Buying of Masks and Food," www.bloomberg.com, 2020.
- [15]. A. Malindog-Uy, "COVID-19 Impacts In The Philippines," 2020. [Online]. Available: <https://theasianpost.com/article/covid-19-impacts-philippines>.
- [16]. United Nations Educational, Scientific and Cultural Organization, "COVID-19 Educational Disruption and Response," United Nations Educational, Scientific and Cultural Organization, 2020a.
- [17]. United Nations Educational, Scientific and Cultural Organization, "290 million students out of school due to COVID-19: UNESCO releases first global numbers and mobilizes response," United Nations Educational, Scientific and Cultural Organization, 2020b.

- [18]. J. Crawford, K. Butler-Henderson, R. Jurgen, B. H. Malkawi, M. Glowatz, R. Burton, P. Magni and S. Lam, "COVID-19: 20 countries' higher education intra-period digital pedagogy responses," *Journal of Applied Learning & Teaching*, p. 3, 2020.
- [19]. W. Bao, "COVID - 19 and online teaching in higher education: A case study of Peking University," *Human Behavior and Emerging Technologies*, 2020.
- [20]. V. F. Peretomode, "Introduction to Educational Administration, Planning and Supervision," Ikeja: Joja Research and Publishers Ltd, 2001.
- [21]. M. C. Chin and C. C. Chen, "Examining the relationships among organizational internal marketing, knowledge management, and school effectiveness in elementary schools," *Educational Policy Forum.*, pp. 93-124, 2016.
- [22]. J. Glanz, "Action research as instructional supervision: Suggestions for principals," *NASSP Bulletin*, pp. 17-27, 2005.
- [23]. T. A. Tesfaw and R. H. Hofman, "Relationship between instructional supervision and professional development," *International Education Journal: Comparative Perspectives*, pp. 82-99, 2014.
- [24]. N. B. Jared, "Influence of Head Teachers' General and Instructional Supervisory Practices on Teachers' Work Performance in Secondary Schools in Entebbe Municipality," 2011. [Online]. Available: <https://eric.ed.gov/?id=ED527043>.
- [25]. T. Abebe, "The practices and challenges of school-based supervision in government secondary schools of kamashi zone of Benishangul Gumuz Regional State," Thesis University of Ethiopia, 2014.
- [26]. K. Anusuya, "Tahap kualiti penyeliaan pengajaran dan pembelajaran dalam bilik darjah dengan efikasi guru di SK Zon Batu Anam, Segamat," Thesis University Teknologi Malaysia, 2013.
- [27]. S. Hamdan and A. S. Mohd, "Penyeliaan pengajaran di sekolah-sekolah kebangsaan daerah Johor Bahru," Thesis, Faculty of Education, University Teknologi Malaysia, 2011.
- [28]. T. Dollansky, "Teachers supervision and professional development," 1998. [Online]. Available: <http://www.ssta.sk.ca/research/leadership/98-04.htm>.
- [29]. D. Glickman, S. P. Gordon and J. Ross-Gordon, *Supervision and Instructional Leadership: a Development Approach* (6th ed.), Boston: Pearson, 2004.
- [30]. J. Mardhiah and A. R. Rabiatal Adawiyah, "Hubungan kualiti penyeliaan pengajaran dengan efikasi sendiri guru," Universiti Sains Malaysia, 2016.
- [31]. E. Pajak, "Clinical supervision and psycholological functions: a new direction for theory and practice," *Journal of Curriculum and Supervision*, pp. 189-205, 2001.
- [32]. M. Y. Nurahimah and O. Rafisah, "Hubungan kualiti penyeliaan pengajaran dan pembelajaran di bilik darjah dengan efikasi guru," *Asia Pasific Journal of Educators and Education*, pp. 53-71, 2010.
- [33]. G. Vijayaamalar and A. K. Suhaida, "Sikap guru terhadap penyeliaan pengajaran yang dijalankan di sekolah menengah kebangsaan , zon Bangsar, Kuala Lumpur," School of Education, University Putra Malaysia (GREDEC), 2013.
- [34]. E. D. Nakpodia, "Work Environment and Productivity among Primary School Teachers in Nigeria," *African Research Review*, 2011.
- [35]. P. Darishah, Y. Daud and M. S. Omar Fauzee, "Teaching and learning supervision by school management, attitude of teachers and competency of teaching," *International Journal of Development and Sustainability*, pp. 1367-1381, 2017.
- [36]. P. E. Holland and N. Garman, "Toward the resolution of the crisis in legitimacy in the field of supervision," *Journal of Curriculum and Supervision*, pp. 95-111, 2001.
- [37]. H. Ebmeier, "How supervision influences teacher efficacy and commitment: an investigation of a path model," *Journal of Curriculum and Supervision*, pp. 110-141, 2003.
- [38]. Y. Mat Rahimi and I. Mohd Yusri, "Sumbangan instruksional maya terhadap kompetensi pengajaran guru," in *E-Proceeding of the International Conference on Social Sconce Research, (ICSSR)*, 2015.
- [39]. H. K. Cochran, *Differences in Teachers' Attitudes toward Inclusive Education as Measured by the Scale of Teachers' Attitudes toward Inclusive Classrooms (STATIC)*, Missouri Southern State College. 3950 E. Newman Rd Joplin, Missouri 64801 (417) 625-9776: Department of Psychology, Missouri Southern State College, 1998.
- [40]. H. Coker and J. Coker, *Classroom observations keyed for effectiveness research (COKER).Observer training manual*, Atlanta: Georgia State University: Atlanta: Georgia State University, 1982.
- [41]. J. W. Creswell and J. D. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition, Newbury Park: Sage, 2017.

-
- [42]. M. Wagner and P. Levine, *Progress monitoring interventions for elementary school reading: An illustration of the model demonstration process*, Menlo Park, CA: SRI International, 2010.
- [43]. M. Evertson, E. T. Emmer and M. E. Worsham, *Classroom Management for Elementary Teachers*, Seventh Edition, Boston: Pearson Education, 2006.
- [44]. N. N. Karimova, *CONTENT AND STRUCTURE OF PROFESSIONAL EDUCATION TEACHER'S PROFESSIONAL COMPETENCE*, Tashkent, UZBEKISTAN: Institute of Pedagogical Innovations, Management of Vocational Education and Retraining and Advanced Training of Teachers, 2020.
- [45]. S. Nwokeocha, "Assessment of teaching and learning in Nigeria: Some methodological issues," *African Educational Research Journal*, pp. 135-147, 2017.
- [46]. M. N. Odinko, *Evaluation Research. Theory and Practice*, Giraffe Books, 2014.
- [47]. S. Koloi-Keaikitse, "Assessment of teacher perceived skill in classroom assessment practices using IRT Models," *Cogent Education*, pp. 1-14, 2017.
- [48]. M. Mellati and M. Khademi, "Exploring Teachers' Assessment Literacy: Impact on Learners' Writing Achievements and Implications for Teacher Development," *Australian Journal of Teacher Education*, pp. 1-19, 2018.
- [49]. J. D. Brock, D. M. Beach, M. Musselwhite and I. Holder, "Instructional supervision and the COVID-19 pandemic: Perspectives from principals," *Journal of Educational Research and Practice*, 11, p. 168-180, 2021.