



A Localized Instructional Supervision Framework for the Junior High Schools of Cervantes National High School

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ABSTRACT

This study aimed to describe the context of instructional supervision practices and the challenges encountered by teachers in Cervantes National High School (CNHS), Cervantes, Ilocos Sur, and to develop a localized instructional supervision framework. The descriptive research design was used in this study. The participants of the study were 7 male and 23 female teachers of CNHS. The data gathering tools were the crafted questionnaires by the researchers. Mean values were used to analyze the data. The study came out with the following results: tables 1 to 3 were Highly Implemented (HI) with 3.09, 3.12, and 3.11 mean values respectively; Table 4 was Very Highly Implemented (VHI) with 3.26 mean value, tables 5 to 8 were Moderately Serious (MS) with 3.23, 2.98, 3.01, and 3.15 mean values respectively, and tables 9 to 12 were Highly Implemented (HI) with 2.88, 3.04, 3.02, and 3.15 mean values respectively. The following conclusions are drawn: 1. Weekly checking of lesson plans in Cervantes National High School is highly implemented; 2. There is a regular conduct of classroom observation for technical assistance purposes in Cervantes National High School; 3. CNHS teachers are motivated to create locally relevant, contextualized, and indigenous lesson plans; 4. Implementation of instructional supervision practices along with evaluation of learning outcomes in Cervantes National High School is encouraged; 5. CNHS teachers need to improve their skills in unpacking the MELCs, especially the subjects not in their area of specialization; 6. Teachers need more effort to improve their ability to adapt and localize lesson plans that are in line with MELCs. They also need to be more resourceful in crafting localized materials to use in the teaching-learning process. The following recommendations are offered: 1. It is highly suggested that the regular quarterly observation should be enhanced and modified either formal or informal visitation to make sure teachers are technically assisted by the instructional supervisor. 2. To connect teachers and instructional supervisors in the growth and enhancement of learners' outcomes and productive results of the learning process, collaborative and trust-based supervision is required. 3. The correct conduct of instructional supervision practice, with a defined purpose and internal arrangement, should be taken more seriously by teachers and instructional supervisors. They should also overlook any indication from the teachers about when they are being observed. 4. Adoption of DLP is highly recommended as a coping strategy for teachers toward the challenges encountered in the implementation of instructional supervision practices along classroom observation. 5. Teachers are encouraged to improve their skills in unpacking the MELCs especially the subject not in their area of specialization through various modes: by engaging into seminars and other training workshops, by continuing professional education and by dealing with expert professionals.

Key Words: Localized, Instructional Supervision, Framework

INTRODUCTION

The growth of each teacher's techniques includes instructional supervision, which is essential for modernizing the practices in a school where teachers must genuinely upskill the students by using various practices that are in line with their demands. Every institution must improve its educational offerings to better serve all students, and instructional supervisors must improve their procedures to better support teachers' professional development requirements and match them with school objectives. In fact, instructional supervision is a process where leaders and administrators assist teachers in developing their professional skills in a variety of ways, including assisting them in managing the classroom, monitoring their use of designed and planned lesson plans, instructional materials, and other resources, and providing feedback when necessary. The study concluded that learners' attainment is determined by the quality of teaching that depends on the effectiveness of instructional supervision provided by the Head Teacher. Instructional supervision is important in ensuring quality and excellent services to all stakeholders of every educational institution. This significance of instructional supervision motivated the researchers to focus on this topic. With these research gaps, the study shall focus on the instructional supervision practices of school heads or concerned officials and the challenges of the teachers and learners in relation to these supervisory practices. As observed from the different studies conducted, it is very evident that instructional supervision needs to be implemented well and guided by the goals, an objective that is anchored to the needs of the teachers

and the learners who are the focus of the implementation of every instructional supervisory practice in achieving the quality outcome of the learner's academic performance. This opens an opportunity to the researchers to conduct a new scope of research on instructional supervision practices. The developmental model theory of instructional supervision was used in the study. The researchers used this theory because it was appropriate to the study. We believe that developmental models of supervision can benefit from drawing inspiration from and parallel to more general models of human development. However, it should not be assumed that these supervision models are direct translations of other models. The metaphor of development has proven useful in a variety of human activity domains. It is also useful in conceptualizing the training process in counseling because it provides a detailed framework for examining changes in trainees over time and optimal supervisory approaches. Thus, it is expected that the localized instructional supervisory framework of Cervantes National High School will then be crafted that would be an output of the study.

Statement of the Problem

This study aimed to describe the context of instructional supervision practices and the challenges encountered by the teachers and learners in Cervantes National High School-Junior High School and thus develop a localized instructional supervision framework. Specifically, it sought answers to the following: 1) What is the level of implementation of the instructional supervision practices of instructional leaders along: a. planning and designing of lessons; b. classroom observation; c. instructional material preparation; and d. evaluation of learning outcomes? 2) What is the degree of seriousness of the challenges on instructional supervision encountered by teachers along: a. planning and designing of lessons; b. classroom observation; c. instructional material preparation; and d. evaluation of learning outcomes? 3. What is the level of implementation of the coping strategies of the teachers in facing the challenges in the implementation of instructional supervision practices? 4. What are the strengths and weaknesses of the schools in the implementation of instructional supervision practices? 5. What localized instructional supervision framework can be formulated?

Research Design

The research design used in this study was a descriptive survey. This study is descriptive since it outlined the extent to which instructional leaders have implemented their supervision practices and the degree of seriousness of challenges that the teachers have faced. The fact that a questionnaire was used to address the stated research questions also qualified this study as a survey. Therefore the researchers consequently thought the design was appropriate. This study was conducted at Cervantes National High School, Cervantes, Ilocos Sur during the school year 2023–2024. Total enumeration was used wherein all the teachers at the Junior High School were our respondents.

Results and Discussion

Level of Implementation of Instructional Supervision Practices along Planning and Designing. the practice of requiring the lesson plan/log to follow the appropriate template and that all its parts should be filled out completely is very highly implemented with a mean of 3.37(VHI) this finding proves that weekly checking of such lesson plan in the school is highly implemented, The study concluded that learners' attainment is determined by the quality of teaching that depends on the effectiveness of instructional supervision provided by the Head teacher, meanwhile, the practice requiring the assessment tools to be attached to the lesson plan/log being checked is highly implemented with a mean of 2.87. The result shows the passive action of teachers in crafting tools for assessment, whether localized or indigenized. However, the level of implementation of instructional supervision practices along with planning and designing is Highly Implemented with a mean of 3.09 which is lower than the highest mean of 3.37 (VHI) indicator number 7. This means that the level of implementation of instructional supervision practices along with planning and designing still needs improvement for more effective and more efficient instructional supervision practices of the school.

The practice of conducting quarterly classroom observation for performance rating purposes (RPMS-PPST requirement) is Very Highly Implemented with a mean of 3.63(VHI).. On the other hand, the practice of conducting classroom observation regularly (at least monthly) for technical assistance purposes is highly implemented with a mean of 2.83 which seems to be the lowest mean in the implementation of instructional supervision practices along with classroom observation. This result implies that, conducting regular observation quarterly should enhance and be modified either formal or an informal visitation to make sure teachers are technically assisted by the instructional supervisor. Though the result is good, but it still needs to be enhanced. Technically, the overall mean of 3.12 (HI) which is lower than the highest mean 3.63(VHI) is a significant finding implying the need of intensifying the level of implementation of instructional supervision practices along with classroom observation to make sure the instructional supervision religiously practice as a whole. The instructional supervisor and teachers should also practice the internal supervision practice in the school.

The level of implementation of instructional supervision practices along instructional material preparation. As seen on the table, The practice of encouraging teachers to craft localized/contextualized/indigenized instructional material is very highly implemented with a mean of 3.37(VHI). This might be the highest mean since teachers wanted to give quality education to the learners that makes them more interested in crafting instructional materials for the learners, thus the needs of modifying instructional materials is just but a teachers' effort to implement the instructional supervision practice align to the international standard of educational system. The practice of monitoring the implementation of instructional materials prepared by the teachers is highly implemented with a mean of 2.87 (HI) due to some reasons like too much clerical work of instructional supervision and some office work that makes them too busy in their administrative tasks. This reason has an impact on the constant supervision of teachers. Thus, the instructional supervisor may still need to focus on their administrative task and at the same time lend time in monitoring the implementation of instructional materials prepared by the teachers. Though the finding shows a good practice but then, they can still make it better to make it very highly implemented like indicator

number 3. Nevertheless, the overall mean of 3.11 is a good performance of the school since it is technically rated as highly implemented (HI). Based on the findings of the study, the research revealed that the education system in Nasarawa state is plagued with multifarious problems notably students' poor performance in SSCE, poor attitude of teachers to work, and non-regular instructional supervision of schools as such, the challenges being currently faced by the educational system requires professional approach by experts in the educational field to improve and sustain the education industry in Nasarawa state.

The level of implementation of instructional supervision practices along evaluation of learning outcomes. As shown in the table, the practice of monitoring teachers' practice of giving quarterly assessments (periodical tests) is very highly implemented with a mean of 3.50(VHI). The reason behind this result is that instructional supervisors always check the quarterly assessment prepared by the teachers which is why the teachers also need an extra effort to prepare quarterly assessments. Moreover, the practice of monitoring teachers' practice of giving summative assessments (quizzes) is highly implemented with a mean of 3.00 (HI), This indicator seems to be the lowest mean hence some teachers failed to implement the said summative assessment on time due to some factors like school programs, holidays and other environmental factors like typhoon. Based on the findings, the level of implementation of instructional supervision practices along with evaluation of learning outcomes is very highly implemented with an overall mean of 3.26. which is higher than the lowest mean of 3.00(HI) indicator number 1. This means that the instructional supervision in the school is well implemented and achieves the highest level of performance in evaluating the learner's outcome.

The degree of seriousness of challenges encountered in the implementation of instructional supervision practices along with planning and designing. The challenge of planning and designing research-based instruction in all subjects handled which is not the teacher's area of specialization is not serious with a mean of 3.33(NS) this result proves that teachers are experts not only in their area of specialization since teachers teaching subject aside from their major areas are well trained with different training on teaching strategies and pedagogies they fully enhance by the different upskilling trainings and workshop provided by the department of education while the challenge in unpacking the MELCs of subjects handled not in the area of specialization is moderately serious with a mean of 3.10 (MS) since teachers are already exposed in the different subject area but then they still need to improve their skills in unpacking the MELCs especially the subject not in their area of specialization. The finding suggests that the school should provide school-based workshops for the teachers on unpacking MELCs in different subject areas or the division of Ilocos Sur should provide the same workshop on upskilling teachers in unpacking MELCs.

The degree of seriousness of challenges encountered in the implementation of instructional supervision practices along classroom observation. The challenge of the conduct of formal classroom observations that affects the mood of the teachers being observed as well as the learners' mood is moderately serious with a of 3.13(MS) while the challenge of being observed frequently through informal classroom observation that brings pressure on the part of the teaching being observed has the lowest mean of 2.87. An overall mean of 2.98(MS) on the degree of seriousness of challenges encountered in the implementation of instructional supervision practices along classroom observation suggests that teachers and instructional supervisor should take more seriously the proper conduct of instructional supervision practice with a clear objective and internal arrangement and disregard any connotation of the teachers of teachers when it is being observed. The findings confirm the response of the teachers in the school that classroom observation whether formal or informal shifts their moods and puts pressure on them in preparation and in teaching proper.

The degree of seriousness of challenges encountered in the implementation of instructional supervision practices along with instructional material preparation. The challenge of localizing and contextualizing instructional materials that are MELC-aligned is moderately serious with a mean of 3.20(MS) while the challenge of having limited available print/digital materials to be used as a reference in preparing instructional materials has the lowest mean of 2.80(MS). The overall mean of 3.01(MS) suggests that teachers need more extra effort to find ways to upskill their capabilities of modifying and localizing instructional materials aligned to MELCs and be more flexible enough to find resources as references in crafting their localized instructional materials. Benchmarking is then recommended to the teachers in the school of different programs and areas.

The degree of seriousness of challenges encountered in the implementation of instructional supervision practices along evaluation of learning outcome. The challenge that teachers encounter when learners don't answer seriously their prepared 50-item multiple choice type of quarterly assessment based on TOS resulting to lower scores is not serious with a mean of 3.43 (NS) while the challenge that teachers encounter difficulty in crafting rubrics for grading performance tasks for learners is moderately serious with a mean of 2.80(MS). Most of the problem of the teachers in the school is the pointing system where some of them usually face difficulty in crafting rubrics in the given performance task and activities to the learners this makes the overall mean on degree of seriousness of challenges encountered in the implementation of instructional supervision practices along evaluation of learning outcome moderately serious 3.15 (MS). The findings suggest dynamic learning program as tool in the implementation of instructional supervision practices along evaluation of learning outcome. The coping strategies of teachers toward the challenges encountered in the implementation of instructional supervision practices along planning and designing. The practice of using any available resources to utilize research-based instruction with the target of improving teaching strategies has the highest mean of 3.20 while the practice of finding time to read, study, and compile the MELCs of all subjects handled and unpacking while planning daily lessons has the lowest mean of 2.70.) the findings appeals to suggests the adoption of the dynamic learning program which affirms the study conducted by Von Miguel et.al (2022) The results of this study shown that the students are highly knowledgeable about DLP, and this teaching methodology was highly accepted and valued. The academic performance of the students is above the average, it implies that the students who were exposed to dynamic learning programs have a good performance in their mathematics subject. The coping strategies of teachers toward the challenges encountered in the implementation of instructional supervision practices along classroom observation. The practice of keeping a positive mindset before, during and after a classroom observation activity is highly implemented with a mean of 3.27(HI) while the practice of monitoring one's mood at least once a day and writing down in the journal circumstances that are associated with the negative or positive mood is also highly implemented with a mean of mean of 2.77(HI). However, the overall mean of 3.05(HI) implies that the coping strategy of the teachers toward the challenges encountered

in the implementation of instructional supervision practices along classroom observation has still room for improvement to achieve the highest level of coping with the challenges in the implementation of instructional supervision. The coping strategies of teachers toward the challenges encountered in the implementation of instructional supervision practices along instructional material preparation. The practice of expanding professional linkages for professional growth and development is highly implemented with a mean of 3.13(HI) the mere fact that teachers in the school participated in the different programs provided by the school and they enhance their capabilities by attending educational activities like seminars and workshop and by joining different organization that helps them develop to grow professionally and they even enroll in the graduate school for educational growth and development. Meanwhile, the practice of finding ways to compile print/digital materials that can be used as a reference in preparing localized/contextualized/indigenized instructional material is also highly implemented with a mean of 2.90(HI). The place has limited resources and the network is unstable this is one of the reasons why they have to be more flexible in finding resources and yet the teachers can conquer this problem however they still need extra effort to achieve the highest level in coping strategies in the coping strategies of teachers toward the challenges encountered in the implementation of instructional supervision practices along instructional material preparation to surpass their overall mean of 3.02(HI). The practice of teaching the learners to practice a habit of proper preparation before a scheduled summative test or periodical test is very highly implemented with a mean of 3.27(VHI). Apparently, proper preparation before a scheduled summative test or periodical test is usually common and normal for the teacher quarterly and this makes them well prepared and extremely pressured, but they manage to prepare the materials needed for the learners. Moreover, the practice using and continuously improving the use of the division-issued test item analysis tool is highly implemented lowest mean of 3.07 (HI) since there are some teachers in the school who are not yet expert in using the application/system. This implies that teachers should also have to take advance course on computer literacy and the

Conclusions

Based from the findings, the following are the drawn conclusions: Weekly checking of lesson plans in Cervantes National High School is highly implemented; There is a regular conduct of classroom observation for technical assistance purposes in Cervantes National High School; CNHS teachers are motivated to create locally relevant, contextualized, and indigenous lesson plans; Implementation of instructional supervision practices along with evaluation of learning outcomes in Cervantes National High School is encouraged; CNHS teachers need to improve their skills in unpacking the MELCs especially the subject not in their area of specialization; Teachers need more effort to improve their ability to adapt and localize lesson plans that are in line with MELCs. They also need to be more resourceful in crafting localized materials to use in the teaching-learning process;

Recommendations

The following recommendations are hereby offered drawn from the findings and conclusions: It is highly suggested that the regular quarterly observation should be enhanced and modified either formal or an informal visitation to make sure teachers are technically assisted by the instructional supervisor. To connect teachers and instructional supervisors in the growth and enhancement of learners' outcomes and productive results of the learning process, collaborative and trust-based supervision is required. The correct conduct of instructional supervision practice, with a defined purpose and internal arrangement, should be taken more seriously by teachers and instructional supervisors. They should also overlook any indication from the teachers about when they are being observed. Adoption of DLP is highly recommended in coping strategy of the teachers toward the challenges encountered in the implementation of instructional supervision practices along classroom observation. Teachers are encouraged to improve their skills in unpacking the MELCs especially the subject not in their area of specialization through various modes: by engaging into seminars and other training workshops, by continuing professional education and by dealing with expert professionals.

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