

INSTRUCTIONAL SUPERVISION TOWARDS TEACHERS' COMMITMENT AND BEHAVIORAL COMPETENCIES

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ABSTRACT

The study was conducted to determine instructional supervision towards teachers' behavioral competence and commitment in the Special Geographical Area of MBHTE-BARMM. This study utilized descriptive-correlational and phenomenological research designs. A survey questionnaire was disseminated to one hundred (100) elementary school teachers of 63 Barangays under the Special Geographical Area of MBHTE-BARMM which were chosen using quota sampling. Results revealed that the extent of instructional supervisions of the administrators on the aspect of observation, orientation, training, monitoring, and evaluation were indicated as outstanding. On the level of teachers' behavioral competencies on the aspects of self-management, professionalism and ethics, result focus, teamwork, and service orientation, it is reflected as always and often for innovation. Meanwhile, teachers were found to be highly committed to their teaching and profession and they reflected commitment to their students. The result also revealed that the instructional supervision of the school heads has association with teachers' behavioral competence and commitment. Moreover, school heads instructional supervision significantly influences teachers' behavioral competencies in terms of professionalism and ethics and innovation and commitment in terms of school and profession.

Keyword: - *Instructional Supervision, Teachers' Commitment, Behavioral Competencies.*

1. INTRODUCTION

The practice of instructional supervision of teachers is a contentious issue in today's educational circles. Many educators are critical of current supervisory practice and, especially, of those individuals who perform the task while at the same time, they tend to support the practice. Kauchak, Peterson and Driscoll (1985), in their study of teachers' attitudes toward teacher supervisory practice, illustrate much of the criticism of current supervisory practice with the observation that "teachers viewed them [supervisory visits] as being perfunctory with little or no impact on actual teaching performance" (p. 2).

Glickman (1990), on the other hand, supports the practice of instructional supervision with his observation that "... we can think of supervision as the glue of a successful school" (p. 4).

If supervision is the glue, one must wonder just how strong the bond is and why the practice comes under such heavy fire. Supervisors may be at fault due to a lack of practical training. As pointed out by Alfonso (1984) and his colleagues, "a major deterrent to full professional status of educational supervisors is an ill-defined knowledge base and a lack of an agreed-upon set of professional skills [which] have remained remarkably undefined and random, partly because the theoretical base is so thin" (p. 1). Boards of education may also be at fault due to poorly written policies governing the practice of supervision. "The policy which was intended ... often turns out not to be the policy which is written ... or the policy adapted in the process of devising the rules and regulations which accompany its promulgation" (Lincoln & Guba, 1986, p. 554).

Through the effective supervision of instruction, administrators can reinforce and enhance teaching practices that will contribute to improved student learning. By skillfully analyzing performance and appropriate

data, administrators can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom. Because student learning is the primary function of the schools, the effective supervision of instruction is one of the most critical functions of the administrator. If schools are to provide equal access to quality educational programs for all students, administrators must hold teachers accountable for providing an appropriate and well-planned program. These programs include a variety of teaching strategies designed to meet the diverse needs of all students in our complex society (Lincoln & Guba, 1986).

Commitment has gained substantial interest in organizational research. It is believed that committed employees demonstrate differing degrees of organizational and individual outcomes such as employee turnover, performance, and their intention to stay or leave an organization (Meyer & Allen, 1997). A similar scenario also occurs in the educational setting especially in schools. In relation to this, understanding the teachers' level of commitment is crucial because it reflects the teachers' involvement in school and the degree to which the teachers agree with the decision and make a great effort to achieve the decision goal (Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2013; Yukl, 2010).

The research was conducted the study to determine the instructional supervision towards teachers' behavioral competence and commitment in the Special Geographical Area of MBHTE-BARMM.

2. METHODOLOGY

The study was conducted to determine instructional supervision towards teachers' behavioral competence and commitment in the Special Geographical Area of MBHTE-BARMM. This study utilized descriptive-correlational research designs. A survey questionnaire was disseminated to one hundred (100) elementary school teachers of 63 Barangays under the Special Geographical Area of MBHTE-BARMM which were chosen using quota sampling. Data were gathered with the used of survey questionnaires. The data were analyzed using descriptive and inferential statistics.

3. RESULTS AND DISCUSSION

Relationship of the Instructional Supervision of the Administrators and Teachers' Behavioral Competencies

Table 1 displayed the correlation matrix showing the relationship between the instructional supervision of the school heads and the teachers' behavioral competence.

The table revealed that there is a positive significant correlation between the observation of the school heads and teachers' behavioral competence on self-management. The correlation coefficient value and probability were 0.322**, 0.017. The correlation coefficient range is 0.32 which is interpreted as weak positive linear relation. It implies that always conduct of observation of the school heads will improve the teachers' ability able to regulate their emotions, thoughts and behaviors in different situations.

It is also reflected that that there is a negative significant correlation between the training and teachers' behavioral competence on professionalism and ethics and the innovation of teachers. The correlation coefficient value and probability were -0.278**, 0.040; and -0.253, 0.049. The correlation coefficient range is 0.25-0.27 which is interpreted as weak negative. It implies that always support of the school heads on the trainings of teachers of the school heads will eventually decrease the teachers' professionalism and ethics and innovation.

Moreover, it can be gleaned in the result that there is a negative significant correlation between evaluation and teachers' behavioral competence on results focus and the innovation of teachers. The correlation coefficient value and probability were -0.280**, 0.039; and -0.358, 0.007. The correlation coefficient range is 0.28-0.35 which is interpreted as weak negative. It implies that always conduct of evaluation by school heads will eventually decrease the teachers' results focus and innovation.

The practice of instructional supervision of teachers is a contentious issue in today's educational circles. Many educators are critical of current supervisory practice and, especially, of those individuals who perform the task while at the same time, they tend to support the practice. Kauchak, Peterson and Driscoll (1985), in their study of teachers' attitudes toward teacher supervisory practice, illustrate much of the criticism of current supervisory practice with the observation that "teachers viewed them [supervisory visits] as being perfunctory with little or no impact on actual teaching performance" (p. 2).

Table 1 Correlation matrix showing the relationship of the administrators' instructional supervision and teachers' behavioral competencies.

<i>Spearman Rho</i>							
Instructional Supervision		Self-Mgt.	Prof. & Ethics	Result Focus	Teamwork	Service Orient.	Innovation
Observation	Corr. coef.	0.322*	0.119	-0.052	0.223	-0.065	-0.142
	Probability	0.017	0.388	0.704	0.101	0.638	0.300
Orientation	Corr. coef.	0.221	0.147	0.090	0.139	0.193	0.019
	Probability	0.105	0.285	0.515	0.310	0.159	0.889
Training	Corr. coef.	-0.144	-0.278*	-0.054	-0.146	-0.035	-0.253*
	Probability	0.296	0.040	0.697	0.287	0.800	0.049
Monitoring	Corr. coef.	0.018	-0.151	-0.071	-0.012	-0.060	-0.114
	Probability	0.893	0.271	0.608	0.928	0.665	0.408
Evaluation	Corr. coef.	-0.043	-0.125	-0.280*	-0.088	-0.065	-0.358**
	Probability	0.758	0.362	0.039	0.522	0.639	0.007

*Correlation is Significant at 0.05 level

**Correlation is significant at 0.01 level

Relationship of the Instructional Supervision and the Teachers' Commitment

Table 2 displayed the correlation matrix showing the relationship between the instructional supervision of the school heads and the teachers' commitment.

The table revealed that there is a negative significant correlation between the monitoring of the school heads and teachers' commitment to school. The correlation coefficient value and probability were -0.240*, 0.050. The correlation coefficient range is 0.24 which is interpreted as weak negative relation. It implies that always conduct of monitoring of the administrators will result to a decrease on the teachers' commitment to school.

Moreover, there is a negative significant correlation between the evaluation of the school heads and teachers' commitment to profession. The correlation coefficient value and probability were -0.292*, 0.030. The correlation coefficient range is 0.29 which is interpreted as weak negative relation. It implies that always conduct of evaluation of the administrators will result to a decrease on the teachers' commitment to profession.

Teachers' behavior might vary depending on the types of commitment they emphasized (Cohen, 2000; Firestone & Pennell, 1993; Somech & Bogler, 2002). The earlier study by Singh and Billingsley (1998) suggested that there are multiple forms of Teacher Commitment.

Table 2 Correlation matrix showing the relationship of the instructional supervision of the administrators and the teachers' commitment.

<i>Spearman Rho</i>					
Instructional Supervision		Student	Teaching	School	Profession
Observation	Corr. coef.	0.045	-0.019	0.164	0.028
	Probability	0.747	0.892	0.233	0.838
Orientation	Corr. coef.	0.162	-0.158	0.014	0.037
	Probability	0.237	0.250	0.922	0.789
Training	Corr. coef.	-0.077	-0.214	-0.111	-0.107
	Probability	0.574	0.116	0.418	0.436
Monitoring	Corr. coef.	0.021	-0.196	-0.240*	-0.046
	Probability	0.877	0.151	0.050	0.739
Evaluation	Corr. coef.	-0.096	-0.200	-0.071	-0.292*
	Probability	0.485	0.143	0.606	0.030

*.Correlation is Significant at 0.05 level.

**.Correlation is significant at 0.01 level

4. CONCLUSIONS

It can be concluded that the school heads have exemplary performance in doing their duties as school administrators. Meanwhile, teachers have teachers' behavioral competencies and motivation. It can be also concluded that there is a positive significant correlation between the observation of the school heads and teachers' behavioral competence on self-management. Moreover, there is a negative significant correlation between the training and teachers' behavioral competence on professionalism and ethics and the innovation of teachers. Similarly, there is a negative significant correlation between evaluation and teachers' behavioral competence on results focus and the innovation of teachers. The school heads instructional supervision significantly influences teachers' behavioral competencies in terms of professionalism and ethics and innovation and commitment in terms of school and profession.

5. REFERENCES

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