

SCHOOL HEADS' INSTRUCTIONAL SUPERVISION AND TEACHERS' ROLE PERFORMANCE

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ABSTRACT

The study mainly explored the extent of school heads' instructional supervision and the level of teachers' role performance in Pikit Central District, Pikit North Cotabato using descriptive-correlational methods encompassing the basic process of quantitative research. The respondents were the three school heads taken with complete enumeration and sixty teachers taken with convenience sampling. The results revealed that in terms of school heads' instructional supervision is oftentimes supervised. Moreover, as to teacher's role performance, they were oftentimes demonstrated. Furthermore, the results also revealed that the school heads' instructional supervision has a significant relationship and influence teachers' role performance in terms of subject adequacy, delivery of subject and pupils' involvement. Therefore, a modified framework and intervention plan were also made based on the results of the study.

Keyword: - School heads, instructional supervision, teachers, role performance.

1. INTRODUCTION

A professional ongoing practice for enhancing instruction is called educational supervision. It's defined by direction, support, idea exchange, facilitation or invention to assist educators in enhancing the literacy terrain and standard of instruction in academies. It's furnishing support for a professional coworker in a cooperative academy setting with an educational leader who has superior knowledge and capacities and who fosters the growth of a professional literacy community.

Formal education is frequently permitted to play important roles in societal and individual development. Regardless of the position at which it is provided, it is regarded as an investment that generates both private and social returns and is therefore working for both individual and societal progress (Asafo- Adjaye, 2012). Important players like academy directors and educators must completely negotiate their positions and obligations for formal education to accomplish its goals. Diagnoses that have a direct impact on students' success and well-being are within the smart function of educators (Stark, McGhee, & Jimerson, 2017). Thus, ensuring that preceptors are properly supervised is a critical concern for the success of educational institutions.

The main aim of the academy head's educational supervision practices is to improve a pupil and school achievement by assisting educators to execute their jobs to the best of their abilities (Sergiovanni & Starratt, 2017). The professional conditioning that educators carry out in the classroom in relation to their areas of expertise is a typical component of educator work performance Joshua, Ekanem, & Agborbechem (2017).

School heads are competent leaders especially in providing immediate remedies to challenges experienced by both teachers and students. Especially in supervising the school operations and bringing out the best for the

school; and they are highly competent administrators not only in the cognitive and psychomotor aspects but also in the affective domain (Hasim, Guiamalon, & Boquia, 2022).

In this study, the term "educator role performance" refers to the creation of quality instructional materials, the efficient completion of assignments, the regular evaluation of students, and the timely and regular attendance in class and at academic events, the efficient use of instructional time, and the demonstration of good working relationships. In essence, educational supervision offers teachers the chance to collaborate, set goals, comprehend how their students learn, and improve their work performance in order to become better educators (Kalule & Bouchamma, 2014; Sullivan & Glanz, 2013).

The purpose of the study is to identify the instructional supervision provided by school leaders and the role performance of teachers in Pikit Central District, Pikit North Cotabato.

2. METHODOLOGY

To achieve the purpose of this study, the researcher used descriptive research design. The study used quantitative by nature since the study intended to describe current conditions/trends, investigate relationship, and study cause-effect phenomena in respect of school heads instructional supervisory on teacher's work performance. The respondents are the sixty teachers and three school heads of Pikit Central District, Pikit North Cotabato, during the school year 2022-2023. Mean was used to determine the extent of school heads who oversee instructional practices such as lesson planning, delivery, and assessment. Hypotheses of the study were tested using multiple regression analysis.

3. RESULTS AND DISCUSSION

Relationship of the Instructional Supervision and the Teachers' Role Performance

Table 1 presents the correlation between school heads instructional supervision and elementary teachers' role performance. It shows that there is a correlation between the variables.

Lesson Delivery and Pupils Involvement

The correlation matrix discloses that there is a significant relationship between lesson delivery and pupils involvement ($r=-0.889$ with $p\text{-value} = -0.041$). Having a probability value that is lesser than the set 0.05 level of significance, the stated hypothesis in this part of the study is rejected.

It implies that instructional supervision of school head in terms of lesson delivery in supervising teacher to ensure sticking on the instructional time allotment is oftentimes supervised. It's not a good development that it was revealed that academy heads didn't care if teachers actively engaged students in class.

Studies conducted in recent years have shown that instructional supervision can have a significant impact on pupils' involvement. A study by Kutsyuruba, B. 2013, set up that constraints to educational supervision do subsist. It's indicated that the major hindrance to supervision is the lack of time of school heads.

Further, the leadership and management skills of school heads are interrelated which could affect the teaching and learning outcomes (Von Louie, Lumapenet, & Mamburao, 2022).

Assessment Practices and Delivery of the Subject

The correlation matrix shows that there is a significant connection between subject delivery and assessment ($r=-0.887$ with $p\text{-value} 0.041$). Because the study's hypothesis has a probability value below the predetermined 0.05 level of significance, it is therefore rejected.

The result implies that school heads assessment practices on the delivery of subject are oftentimes supervise. On the statement, secures that nonstop evaluation of teacher are continuous and I orient my teachers about supervision is oftentimes supervised, which result to poor delivery of subject content.

In the disclosure of Malunda, Onen, Musaaazi and OOnyu (2016) that educational supervision on delivery of subject was deficiently handed out resulting that allow educators to employ malfunctioning methods.

Table 1 Correlation matrix showing the relationship of the school heads' instructional supervision and the elementary school teachers' role performance.

<i>Spearman Rho</i>		Adequacy of the Subject	Delivery of the Subject	Pupils' Involvement
Instructional Supervision	Lesson Planning	Corr. coef. -0.404	0.203	-0.463
		Probability 0.281	0.600	0.209
Lesson Delivery		Corr. coef. -0.286	0.195	-0.889*
		Probability 0.455	0.615	0.041
Assessment Practices		Corr. coef. -0.262	-0.887*	0.009
		Probability 0.495	0.041	0.983

*Correlation is Significant at 0.05 level.

**Correlation is significant at 0.01 level

4. CONCLUSIONS

Grounded on the foregoing results, this research concludes that academy heads instructional supervision is effective and oftentimes supervise teachers. It is also concluded that teachers after getting supervise; they oftentimes demonstrate their part resulting to better performance.

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