

Instructional Supervision (Is) in Private Schools in Quezon Province Towards a Contextualized Framework for Instructional Leaders

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Abstract:

This study is focused on examining the instructional supervision of Quezon private schools in Quezon Province. It aimed to analyze how evident instructional supervision is in private schools in Quezon Province in terms of planning and preparation, learning environment, instruction, and professional responsibilities. This study revealed that instructional supervision in private schools in Quezon Province is strongly evident. All of the identified domains of instructional supervision also received the same assessment. Teachers and instructional leaders in private schools in Quezon Province agreed that instructional supervision is strongly evident in their schools. Taken from the qualitative context, instructional supervision in private schools is commonly characterized by several strategies and its effect in producing effective teachers. Thus, a contextualized framework for instructional supervision for private schools in Quezon Province is prepared.

Keywords: contextualized framework, instructional supervision, private schools

1. INTRODUCTION

Quality education is the ultimate common goal among education systems and institutions. It prepares learners to become the citizen the world and the nation they intend to be. It encompasses aspect of providing all learners the capabilities to become economically productive, grow sustainable livelihoods, help build peaceful and democratic societies, and enhance individual well-being. Thus, these preparations can be delivered through relevant education measures in manners of effective instruction.

Effective instruction through good teaching and learning process plays a great role in the attainment of quality education (Ng, 2015). In this sense, improving instruction requires effective supervision (Usman, 2015). It is also regarded as a catalyst for quality improvement in education (Mukoro&Ogheneovo, 2013). This helps teachers bring effective instruction in the classroom (Omemu, 2017). By promoting teachers' development, supervision positively affect their instructional quality (Stark, McGhee & Jimerson, 2017). Correspondingly, Dea (2016) reiterated that there is a significant relationship between quality education and instructional supervision. Hence, this only shows how instructional supervision contribute to the attainment of quality education through creating effective instruction in the learning environment.

According to Marzano, Frontier and Livingston (2011), the purpose of instructional supervision is the enhancement of teachers' pedagogical skills towards enhancing student achievement. Supervision is also much engaged with addressing teachers' needs towards individual accountability on effective instruction (Zepeda, 2013). It helps deliver constructive feedback to "low- performing teachers" towards improving their instructional practice swiftly (Range, McKim, Mette & Hvidston, 2014). It helps teachers intensify their pedagogical practices (Malunda, Onen, Musaazi&Oonyu, 2016), improve teaching learning methods (Nwambam&Eze, 2017; Dea, 2016; Wanzare, 2012; Tyagi, 2012), increase students' academic performance (Dea, 2016; Usman, 2015; Wanzare, 2012), increase their teaching performance (Hatlenes&Eikeset, 2016), and promote professional development and teachers' learning (Tesfaw&Hofman, 2014; Tyagi, 2012; Wahnee, 2012), among others. Above all of these, instructional supervision directly affects students' academic performance and achievement (Alimi&Akinfolarin, 2012; Lempira, 2014; Makau, Ronoh&Tanul, 2016; Namunga, 2017; Odumbe, 2016; Okendu, 2012).

School leaders have great roles in taking the lead towards the conduct of effective instructional supervision. Qualified personnel are needed for the conduct of effective supervision (Onele& Aka-Okorie, 2016). Burns and Badiali (2016) stressed that it is important to consider the pedagogical skills of instructional supervisors. As Palandra (2012) described it, effective supervision comes in when placed within personnel and structures in a supporting manner.

In the private school sectors, instructional supervision also plays a great role in taking effective measures in helping its teachers and students. Tesfaw and Hofman (2012) recommended that instructional supervision should be a priority among these schools so that improvement in instruction can occur. It is the issue surfaced by Jared (2012) among private school systems. Instructional leaders conduct classroom visits but do not focus on instructional supervision for the improvement and enhancement of classroom instruction. It should be properly implemented by instructional leaders, even in the private schools, towards planning and sustainability (Mudawali&Mudzofir, 2017). Likewise, as stressed by Malik and Saeed (2016) and Tyagi (2012), there is a difference between public and private schools' instructional supervision. The researchers recommend various practices and measures to improve the situation in the cited locale. It should be therefore a high practice among private school instructional leaders towards improving their students' learning achievement (Okurut, Allida&Ndiwalana, 2017).

This research work aimed to examine instructional supervision among private schools in DepEd Quezon. The domains and characterization of instructional supervision served as basis towards contextualizing a framework for these schools in helping teachers in increasing student achievement and learning outcomes.

Specifically, this study sought to answer the following questions:

1. How evident are the instructional supervision extended to the private school teachers in terms of planning and preparation, learning environment, instructions and professional responsibilities?
2. How do instructional leaders characterize effective instructional supervision in private schools in Quezon Province?
3. What contextualized framework of instructional supervision for private schools in Quezon Province can be conceptualized out of the gathered data?

2. LITERATURE REVIEW

Effective instruction through good teaching and learning process plays a great role in the attainment of quality education (Ng, 2015). In this sense, improving instruction requires effective supervision (Usman, 2015). Danielson (2007, 2011, 2012) detailed out that the dimensions of instructional supervision are composed of planning and preparation, learning environment, instruction, and professional responsibilities. School leaders have great roles in taking the lead towards the conduct of effective instructional supervision.

Moreover, Danielson (2007, 2011, 2012) emphasized that effective teachers plan and prepare for lessons using their vast knowledge of the content area, the relationships among different components within the content and between the subject and other disciplines, and their learners' prior understanding of the subject.

In addition, he primarily describes learning environment as the second domain in characterizing effective teachers who can organize classrooms so that all students can learn. These teachers can maximize instructional time and foster respectful interactions with and among learners, warranting that learners find the classroom a safe place to take intellectual risks.

Likewise, in the domain of instruction, accomplished teachers are characterized by students who are highly engaged in learning (Danielson, 2007, 2011, 2012). They contribute to the success of the class through high participation and active involvement in their own and others' learning. In this age of modern technology, the students of the present generation belonging to the Millennials, Generation X, Y and Z should be challenged and engaged during classroom discussions if they are to participate actively. Accordingly, a student has only about ten minutes of attention span. Hence, the Department of Education encourages a student-centered learning atmosphere to maximize the participation of students. Therefore, it could be said that the quality of graduates is reflective of the achievement of teachers as effective facilitators of learning. The last domain, which is the professional responsibilities, is exemplified by accomplished teachers that have utmost ethical standards and a deep sense of professionalism, directed towards improving their own teaching and supporting the ongoing development of their colleagues (Danielson, 2007, 2011, 2012). In other words, the highest level of professional conduct is required for teachers in the discharge of their functions as mentors and co-teachers inside and outside their school premises. As teachers, they should adhere to the Code of Ethics prescribed by law and their school.

3. METHODOLOGY

Mixed method research was utilized by the researchers specifically employing sequential explanatory design. The researchers have involved 320 teachers and 30 instructional leaders as primary respondents of the study. From it, 12 key informants were selected from the latter group. Statistical analysis used were mean and independent t-test for the quantitative data while consensual qualitative research was employed for the qualitative data.

4. RESULTS AND DISCUSSION

Instructional Supervision for Private Schools of Quezon Province

The overall level of instructional supervision in Quezon Province private schools, the researchers found out that it is strongly evident with a mean score of 3.52. Learning environment topped the four dimensions with .56 combined mean scores interpreted as strongly evident. It is followed by professional development with a mean score of 3.53. Meanwhile, a single hair strand was seen between the difference of the former to the domain of instruction with an average assessment score of 3.52. Lastly, the planning and preparation domain got a 3.49 score still in the range of strongly evident dimension.

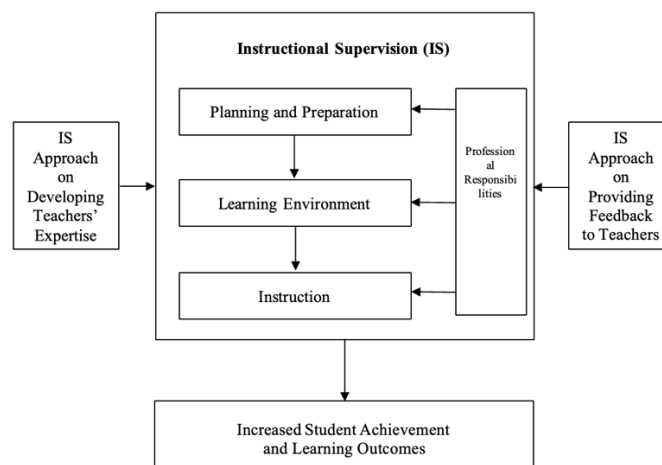
Instructional Leaders' Characterization of Instructional Supervision in Quezon Private Schools

The key informants, composed of the principals of various private schools in Quezon province, noted that they are using several instructional supervision activities and strategies in helping their teachers to give effective instruction among students. These strategies, actions and measures include providing motivation, giving in-service training, seminars and workshops, encouraging teachers to join professional organizations, organizing significant school activities, conducting classroom observation, coaching and mentoring activities, building collaborative culture, and modifying instruction for individual learning needs, among others.

The effects of instructional supervision in choolls in Quezon Province, according to the key informants, include enhancing self- confidence and self-esteem, maximizing work participation and collaboration, fostering positive mindset, and providing proactive approach in dealing with difficult situations. Moreover, it helps to provide the improvement of instructional delivery, perform better, become more creative, efficient, effective, loving and compassionate.

Contextualized Framework of Instructional Supervision for Private Schools in Quezon Province

Below is the contextualized framework for instructional supervision for private schools in Quezon:



5. RECOMMENDATIONS

The following recommendations were suggested by the researchers drawn from the results:

1. Ensure sustaining the instructional supervision activities and efforts in private schools in Quezon Province. Empower it more to achieve more higher results and outcomes.
2. The researchers recommend strengthening ties between teachers and instructional leaders on the delivery and conduct of instructional supervision. This may be done through the formal conduct of instructional supervision along with its effective delivery strategies.
3. In a similar manner, new and experienced instructional leaders need to synergize their efforts to deliver the same effective results. They may significantly differ on the way they assess their supervision efforts, but it can be geared towards their collaboration and coaching/mentoring partnership.
4. Continue strengthen the identified practices in the locale in the conduct of instructional supervision. The researchers recommend for network and linkage support efforts and mechanisms to further empower other instructional leaders.
5. The researchers highly recommend the utilization of the contextualized framework, and the enhanced instructional supervision plans for instructional supervision for private schools in Quezon Province.

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