

INSTRUCTIONAL SUPERVISION AND PEDAGOGICAL COMPETENCE IN PUBLIC HIGH SCHOOLS IN COTABATO CITY

¹KAREN C. SOLON, MAED, ²MARILYN G. BILLONES, Ph.D.

Abstract: The study aimed to find out the extent of the Instructional Supervision of the Principals in Public High Schools in Cotabato City in terms of: a. Guidance provided to teachers, b. Support provided to teachers and c. Continuous assessment provided to teachers. Also it answers the extent of the pedagogical competence of the teachers in Public High Schools in Cotabato City in terms of: a. Theoretical Knowledge, b. Teaching Skills and c. Attitude characterized by willingness and ability to develop. Lastly, it determines the significant relationship between the instructional supervision of the Principals and pedagogical competence of the teachers in Public High Schools in Cotabato City.

Based on the findings, the researcher concludes that the extent of the instructional supervision of the principals in public high school in Cotabato City is adequate. The study established that the principal orient new teaching staff, engages teachers in mutual dialogue about ways to improve teaching, offers useful suggestions to improve instructional practices. Principals also initiates seminars to educate teachers on appropriate teaching methods and makes himself/herself available to give advice and instructional support. These roles were rated very highly as being performed always.

Moreover, the extent of the pedagogical competence of the teachers in public high schools in Cotabato City is good enough since they have mastered their field of specialization, have updated knowledge on the current curriculum and have the ability to deliver the lessons in the widest perspective view.

The study also proves the significant relationship of instructional supervision of the principals to pedagogical competence of the teachers. Instructional supervision through classroom observations is a critical factor in enhancing pedagogical practices of the teachers. Effective instructional supervision can be enhanced through classroom observations that are collaboratively planned by both the supervisors and the teachers followed feedback that is communicated in a collegial and supportive manner. Furthermore, keen supervision of schemes of work and lesson plan preparation ensure that teachers adhere to the standards set by the Department of Education.

1. INTRODUCTION

World over, highly effective teaching has been proven to improve student learning. Teachers have an important role of and are spearheads in the process of the creation of a good education. However, the kind of pedagogical practices teachers employ determine how successful students can learn. In practice, however, many teachers often utilize teaching practices that dampen the chances of students to effectively learn (Zepada, S.J, 2014). This kind of scenario may not be different with what is happening amongst public secondary school teachers in Cotabato City. Yet, effective instructional supervision could encourage teachers to apply more robust and effective pedagogical practices. Teachers in the public secondary schools in Cotabato City still need to be developed their pedagogical practices and teaching strategies to improve the academic performance of the students. Therefore, the guidance to improve the teaching strategies of the teachers is constantly required. One way to improve these is through instructional supervision.

Studies show that the development of pedagogical competence is done by providing opportunities for teachers improve their knowledge and skills to develop teaching materials and use various methods of learning in the learning process, provides the opportunity for teachers to take initiative and creativity in working to improve insight knowledge (Payu,

2011). Moreover, pedagogical gives effect on performance, so to improve the performance of the teachers, teacher needs to improve his or her pedagogic competency. Thus, it can be said that to improve the performance of teachers, there is a need to improve pedagogical competence and motivation of teachers.

In this context, the instructional supervision and pedagogical competence are the foci of this research. The researcher delved into determining the effect of instructional supervision of the school heads on the pedagogical competence of the teachers in public secondary schools in Cotabato City.

The researcher finds this study necessary since this may provide information to provide a better way in guiding teachers in the improvement of their pedagogical competence and teaching strategies to improve the quality of teaching and the academic performance of the students.

The study aimed to find out the relationship of instructional supervision of the principal and pedagogical competence of the teachers in public high schools in Cotabato City. It specifically sought answers on the extent of the instructional supervision of the principals in Public High Schools in Cotabato City and the extent of the pedagogical competence of the teachers in Public High Schools in Cotabato City.

2. RESEARCH METHODOLOGY

This research study utilized the descriptive - correlation design. This is appropriate in this type of research since it describes the instructional supervision of the principals and pedagogical competence of teachers in teaching. The correlational aspect describes the relationship between two variables. This study was conducted to one hundred respondents.

The instruments were adopted questionnaires from Dialnet Questionnaire in Evaluating Teachers, however, the researcher modified some of the questions. The instruments had two sets, the first set was about instructional supervision which includes the guidance, support and continuous assessment provided to teachers by the principal while the second set was about Pedagogical Competence this includes theoretical knowledge, teaching skills and attitude which was to be answered both the principals and the teachers.

3. RESULT AND DISCUSSION

Summary of the Findings

The findings that were formulated from the data were summarized as follows:

The extent of the Instructional Supervision of the Principals in Public High Schools in Cotabato City is adequate as shown by the answers in the indicators. The principal orients the new faculty members and engages teachers in mutual dialogue about ways to improve teaching. They also initiate seminars to educate teachers on appropriate teaching methods. However in the area of assessment to teacher's content knowledge the principals rated it as "often". It can be analyzed that supervisors cannot always do this one since there are sensitive matters to be considered. It requires a consideration since it deals about the intellectual's capacity of the teachers.

The extent of the pedagogical competence of the teachers in Public High Schools in Cotabato City is good enough as shown in the response of the teachers in the indicators. The teachers have updated knowledge on the current curriculum, have ability to deliver the lessons in the widest perspective view and have passion in teaching. However, when it comes to employing different methods/strategies appropriate for students ability, the teachers need to improve this area and abreast themselves and use the different approaches and techniques in delivering the lesson.

Lastly, the correlational analysis of the relationship between the supervision of the Principal and pedagogical competence of the teachers in public High Schools in Cotabato City shows that the instructional supervision of the principal has a positive influence on the pedagogical competence of the teachers. This means that if the supervision of the principal is adequate it will improve the performance of the teachers.

Conclusion

Based on the findings, the researcher concludes that the extent of the instructional supervision of the principals in public high school in Cotabato City is adequate. The study established that the principals orient new teaching staff, engages teachers in mutual dialogue about ways to improve teaching, offers useful suggestions to improve instructional practices.

Principals also initiate seminars to educate teachers on appropriate teaching methods and makes himself/herself available to give advice and instructional support. These roles were rated very highly as being performed always.

Moreover, the extent of the pedagogical competence of the teachers in public high schools in Cotabato City is good enough since they have mastered their field of specialization, have updated knowledge on the current curriculum and ability to deliver the lessons in the widest perspective view.

The study also proves the significant relationship of instructional supervision of the principals to pedagogical competence of the teachers. Instructional supervision through classroom observations is a critical factor in enhancing pedagogical practices of the teachers. Effective instructional supervision can be enhanced through classroom observations that are collaboratively planned by both the supervisors and the teachers followed feedback that is communicated in a collegial and supportive manner. Furthermore, keen supervision of schemes of work and lesson plan preparation will ensure that teachers adhere to the standards set by the Department of Education.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are offered:

The principals should be setting time for instructional supervision in schools because it is one of the roles that influence teachers' pedagogical competence positively. The principal should provide follow up related to the implementation of supervision that can improve the quality and increase professional teaching. Moreover, school heads should be pro-active in organizing workshops for teachers in the schools and facilitate teachers' attendance of trainings outside the school. Furthermore, the school heads should give motivation to teachers in increasing professionalism in teaching, developing career, exploring knowledge learned, and give appreciation toward teachers who perform well.

The Department of Education officials should lay emphasis on development and application of technical skills by principals in order to ensure they effectively motivate teachers to respond positively to various instructional activities in their schools. Moreover, DepEd should give more training for the principals in enhancing their skills and knowledge in instructional supervision to make instructional practices effective and promote professional development.

Teachers should understand and realize the importance and benefits of the supervision conducted by the principal. Moreover, they should utilize the results and follow-up supervision to encourage active, creative and innovative learning. Furthermore, they should abreast themselves on the new methods and strategies in presenting their lessons to the students.

Recommendation for Further Study

This research recommends the following for further study:

1. A qualitative study on the challenges facing new strategies of instructional supervision in public secondary schools;
2. A study on the influence of Instructional Supervision on students' academic achievement; and
3. A study on the attitude of the Teachers toward Instructional Supervision.

REFERENCES

- [1] Achwarin, N.A. (2015). The Study of Teacher Competence. Retrieved from www.journal.au.edu/scholars/2009/.../nareeAwareAchwarin56.do
- [2] Anderson, R.H. (2017). Functions of School supervision, Handbook of research on school supervision (pp. 341-373). New York.
- [3] Basic Education Sector Reform Agenda (BESRA). Instructional Supervision Manual. Teacher Education and Development.
- [4] Bell and Day (2016). Supervision of instruction. Retrieved on September 20, 2016 from www.stanswartz.com/adminbook/chap.3.htm.
- [5] Campbell, T.F. (2016). Teacher supervision and evaluation: A Case Study of Administrators and Teachers Perceptions of mini observations. Education Doctoral Thesis Paper.

- [6] Darling – Hammond & Baratz – Snowden (2015).). Instructional Supervision and the Pedagogical Practices of Secondary School Teachers in Uganda. *Journal of Education and Practice*. ISSN 2222-288X (online) Vol.,7 No. 20, 2016.
- [7] Daresh, J. (2016). *Leading and supervising instruction*. Thousand Oaks, CA: Corwin press.
- [8] Dialnet M. (2015) *New approaches in educational research* vol. 4. no. 1. January 2015 pp. 54-61 issn: 2254-7399.US press.
- [9] Dufour, R. (2014). What is a professional learning community?. In R. DuFour, R. Eaker, & R. DuFour
- [10] Glickman C.D. (2015). *Supervision of instruction: A developmental approach* (4th ed.). Boston.
- [11] Grauwe, A.D. (2014). *School Based Mngement: Does it matter? The Quality Imperative*. UNESCO, Paris.
- [12] Idris, M. (2016). The Impact of Supervision, Motivation and Work Ethic on Teachers' Professional Competence: A Case Study of Private School Teachers. *International Journal of Human Resource Studies*, pg. 147- 158.
- [13] Irgasheva, S. (2017). *Teacher Competence: Views and Approaches*.
- [14] Ikegbusi and Njideka Gloria (2016). The Impact of Supervision of Instruction on Teacher Effectiveness in Secondary Schools in Nigeria. *International Journal of Advanced Research in Education & Technology*. Vol. 3, Issue 3.
- [15] Jahanian, R., & Ebrahimi, M. (2013). Principles for Educational Supervision and Guidance. *Journal of Sociological Research*, pg. 380 – 390.
- [16] Jaffer K. (2014). Functions of School supervision, *Handbook of research on school supervision* (pp. 341-373). New York.
- [17] Lee Vygotsky (2017) *Supervision and instructional leadership: A Developmental approach* (6th ed.). New York: Pearson Education Inc.
- [18] Lopez C.A. (2016). Classroom Supervisory Practices and their Relationship to Teacher Effectiveness As Perceived by Secondary Teachers. *SMCC Higher Education Research Journal*. ISSN online:2467-6322. Volume 2.
- [19] Malunda P., Musaazi J., Onen D., Oonyu J. (2016). Instructional Supervision and the Pedagogical Practices of Secondary School Teachers in Uganda. *Journal of Education and Practice*. ISSN 2222-288X (online) Vol.,7 No. 20, 2016.
- [20] Mantja, W. (20017). *True professionalism*. New York. The Free Press.
- [21] McQuarrie, F.O. & Woods, F.H. (2016). Supervision, staff development, evaluation connections. *Theory into Practice*, 30(2), 91-96.
- [22] Meiers, M. (2015). Teacher Professional Learning, Teaching Practice and Student Learning Outcomes. *Handbook of Teacher Education: Globalization, Standards and Professionalism in Times of Change* (pp.409-414).
- [23] Milanowsik B. (2017). *Educational Research: Fundamental for the Consumer* (4th Edition) Boston: Pearson Education, Inc.
- [24] Mudawali and Mudzofir (2017). Master's Thesis in Education, University of Tampere, Aceh, Indonesia.
- [25] Mufida, (2015). Functions of School supervision, *Handbook of research on school supervision* (pp. 341-373). New York.
- [26] Muhammad I.M. (2016). *Instructional Supervision*. Bahauddin Zakariya University Multan. Roll No. 18.
- [27] Nakpodia, E.D. (2015). *Educational Administration: A New Approach* (2nd Ed.) Warri: Jonokase Publishers, pp. 181-215.
- [28] Nessipbayeva O. (2016). The Competencies of Modern Teacher. Candidate of Pedagogical Sciences Docent at Suleyman Demirel University, Almaty, Kazakhstan.

- [29] Nolan, J. & Hoover, L. (2015). Teacher supervision and evaluation. *Theory into Practice*, 122-131.
- [30] Okumbe, J.A., (2017). *Educational management*. Nairobi: Nairobi University Press.
- [31] Payu, (2011). *Curriculum development: A guide to practice*. (7thed.)Upper Sadale River, NJ: Prentice Hall.
- [32] Sardiman A.M. (2017). *Clinical Supervision: Special Method for the Supervision of Teachers*. NewYork: Holt, Rinchart and Winston.
- [33] Saskatchewan, (2017). *Teachers' Time: A Study of the Challenges of Insification. Teachers' Professional Time*. Teachers' Federation.
- [34] Samoei C.J. (2015). *Instructional Supervisory Role of Principal and Its Influence on Students Academic Achievement in Public Secondary Schools in Nandi North District Nandi Country Kenya*.
- [35] Sergiovanni, T.J. & Starratt, R.J. (2016). *Supervision: A redefinition* (6thed). New York, NY; McGraw Hill
- [36] Sullivan, S., & Glanz, J. (2010). *Alternative approaches to supervision: Cases from the Field*. *Journal of Curriculum and Supervision*, pg. 125.
- [37] Shulman, K.E. (2012). *White difference: Cultural constructions of white identity*. *The Communication of Social identity*, 129-148.
- [38] Supriya P. (2017). *Supervision for the enhancement of classroom performance*. Course Manual
- [39] Taylor, E.S. & Tyler, J.H. (2011). *The effect of evaluation on performance: Evidence from longitudinal student achievement data of mid-career teachers*. National Bureau of Economic Research working paper 16877. Cambridge, MA.
- [40] Tesfaw, T.A. & Hofman,R.H. (2014). *Relationship between instructional supervision and professional development*. *The International Education Journal: Comparative Perspectives*, pg 82-89. Retrieved from <http://iejcomparative.org>.
- [41] Usman, Y.D. (2015). *The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nigeria*. *Journal of Education and Practice*Vol.6, No. 10, 2015.
- [42] Villegas-Reimers, E. (2014). *Teacher professional development: an international review of the literature*. Paris: International Institute for Educational Planning.
- [43] Wanzare, Z., & Da Costa, J.L. (2017). *Rethinking instructional leadership roles of the school principal: Challenges prospects*. *The Journal of Educational thought*, 265-295.
- [44] Wiles, J. (2017). *Curriculum development: A guide to practice*. (7thed.)Upper Sadale River, NJ: Prentice Hall.
- [45] Yuvus, M. (2010). *Effectiveness of supervisions conducted by primary education supervisors according to school principals' evaluations*. *The Journal of education research*, pgs. 371-378.
- [46] Zepeda, S.J. (2014). *Instructional Supervision: Applying tools and concepts*. Online Book. Retrieved from: *instructional supervision,-2nd-ed*.