

Intensive School-Based Instructional Supervision (ISBIS) Influences Academic Teaching Performance

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Abstracts: This study was done to ascertain how Public Secondary Schools in Tawi-Tawi will implement Intensive School-Based Instructional Supervision. School principals and teachers who participated in the study as respondents were surveyed using the descriptive-quantitative technique of research. The data were statistically processed using multiple regression analysis, weighted mean, and standard deviation. The results showed that the principals of each school had adopted intensive school-based instructional supervision in terms of help and support, creative strategy, monitoring, and evaluation. Similar to how the students did in terms of academic achievement, instruction delivery, and classroom management, the teachers also demonstrated successful teaching performance. The study also showed that principals' intensive school-based instructional supervision in terms of assistance and support, innovative strategy, and monitoring and evaluation significantly impacted academic teaching performance, academic achievements, instruction, and classroom management. In addition, the principals' assistance and support, innovative strategy, and monitoring and evaluation are good predictors of teacher performance. Additionally, but not in terms of assistance and support, the principals' creative approach, monitoring, and evaluation are excellent predictors of teachers' classroom management.

Keywords: Intensive School-Based Instructional Supervision, Teaching Performance, Classroom Management, Tawi-Tawi.

1. INTRODUCTION

Education administrators worldwide realized the value of school-based instructional supervision in enhancing the teaching-learning environment. One prominent method that school administrators use to ensure that instruction is delivered according to expectations is instructional supervision. Teachers need support to carry out their lesson plans. Therefore, as the school's leader, principals are responsible for providing this assistance to teachers by monitoring how well they conduct lessons and manage class activities. However, research showed that many principals occasionally needed help to carry out this responsibility due to the numerous tasks they oversee (Malunda, Musaaazi & Oonyu, 2016).

The K-12 Basic Education Program in the Philippines brings about genuine improvement and proper attention to all parts of instructional delivery changes to achieve favorable student performance results that have yet to be highlighted. The fundamental responsibility of the principals to implement School-Based Instructional Supervision as part of their role was stressed by the Enhanced Basic Education Act of 2013. However, many areas still need further attention to achieve the aims of effective instructional delivery, despite the efforts made to support effective instructional monitoring (Briones, 2017).

Since Mindanao has lagged for many years, the new Bangsamoro Region Ministry of Education administration recognized the need for reform in effective instructional delivery to raise educational standards in the region. The ministry developed an additional professional development program following the DepEd Memo No. 19 series of 2017 to support the successful application of Intensive School-Based Instructional Supervision (ISBIS) as a strategy for raising student performance.

The factors above drove their researcher to evaluate how ISBIS was used in schools in Tawi-Tawi, which were found to have poorer academic results than the general aims of the education performance target. Thus, this study offers pertinent information that may be used to develop winning tactics.

The study is based on Bush's (2007) Educational Leadership and Management Theory, which describes managerial leadership as a tool for school leaders to concentrate on the effective performance of the supervision functions, tasks, and behaviors toward instructional delivery. According to Bush, if these functions are carried out

competently, the work of others in the organization will be facilitated.

1.1. Objectives of the Study

This study aimed to evaluate how Public Secondary Schools in Tawi-Tawi were using Intensive School-Based Instructional Supervision (ISBIS). In particular, it looked for information to determine the intensity of intensive school-based instructional supervision (ISBIS) in public secondary schools regarding help and support, creative strategy, monitoring, and evaluation, to assess the academic teaching performance of secondary school instructors in terms of students' academic achievements, the quality of their instruction, and classroom management. Find out how intensive school-based instructional supervision practices affect academic teaching performance.

2. RELATED LITERATURE

2.1. Implementation of Intensive School-Based Instructional Supervision

The Department of Education is aware of how crucial supervision of instructional delivery is to improving teaching and learning outcomes. Teachers and administrators can use DepEd Memo No. 154 series of 2015's instructions and samples to help them create instructional supervision plans (Pineda, 2016). Numerous academics are interested in examining how teacher instructional approaches and monitoring interact (Sule, Ameh & Egbai, 2015; Usman, 2015; Veloo, Komujji & Khalid, 2013). The quality of the resources available and the supervision given to the teachers' capacity to educate directly impact school leaders (Martha, 2015). The Department of Education released the Learning Action Cell (LAC) policy as a K–12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning (DepEd Order # 35 s. 2016) by the implementation of Republic Act 10533, also known as the Enhanced Basic Education Act of 2013.

2.2. Assistance and Support

The degree to which stakeholders and school administrators adequately aid and support the teachers is at the core of good education. Principals, deputy principals, unit leaders, department heads, and senior teachers can provide supervision inside the school (Amana, 2016). Providing adequate support to ensure resources are available during program implementation is the most efficient way to achieve quality (Jared, 2011). Through seminars and trainings, teachers can better control and oversee their students. Teachers can only devise creative methods for conducting instructional monitoring if this part of competence building is appropriately addressed (Bush, 2015). This condition frequently results from the school administrator's ineffective supervision of resource development (Usman, 2016).

2.3. Innovative Strategies

The teachers' general supervisory role involves their cooperative methods with partners and stakeholders in putting into practice the various tasks involved in the overall development of students. The school's relationship with parents and the community will improve support for activities that are implemented for students, hence improving education delivery (Alegado, 2018). While one of their primary responsibilities, managing and supervising teachers as they offer instruction, is expected of school leaders, according to Abulencia (2015).

2.4. Monitoring and Evaluation

Regular classroom evaluation helps to make sure teachers are aware they are being watched and will be required to perform better. This ensures that teachers work toward achieving school goals for boosting learning (Okendu, 2012). The use of a standard evaluation method for performances throughout the delivery of instruction, according to Ugwulashi (2012), is crucial in finding indicators of teachers' performances.

2.5. Academic Achievements

Direct management by the head supports staff incentive to advance through professional development and the creation of high-caliber classroom performance that enhances student learning. For students to succeed, teachers' comprehension and knowledge of instructional supervision are essential since they will impact their personal

commitment (Wan, 2014). A teacher's growth encompasses the intentions of instructional supervision, which has been reported to be beneficial in managing a classroom (Monroe, 2012).

2.6. Classroom Management

The ability of the teachers to control the classroom effectively is one of the most crucial parts of instruction delivery. The goal of effective supervision should be the development and education of both teachers and pupils. A collaborative, supportive interaction distinguishes between administrators or teachers and the teachers in an environment of mutual respect (Figuroa, 2014). Many students today have different learning preferences, making it challenging for teachers to offer to teach (Lin, 2014).

2.7. Instructional Delivery

The primary influence on changes in effective learning outcomes is school instructors' delivery of instruction. Learning can be improved with the head's support in ensuring that school teachers have effective instructional delivery skills (Harris & Muijs, 2015). Every manager knows how important it is to enhance teachers' ability to deliver teaching (Ufartiene, 2014). Where successful school plans had been created, there would have been proof of a consultative and collaborative planning process that included improving instructional delivery (Wilson, 2011). Implementing management into instructional oversight is the key to raising the caliber of instruction delivery (Rafael, 2015).

The function of an instructional supervisor, who will be in charge of it, will encourage satisfying results for both the student and the teacher for successful learning (Rafael, 2015). Some believe planning is not advised because it must be revised and altered from the original plan. This article demonstrates how management and organizational development are linked to planning. In schools, supervisors are a member of the technical level (Ufartiene, 2014). The most typical positions are those that give instruction and general supervision (DepEd, 2016).

Ineffective instructional supervision techniques may be one of the leading causes of students' poor academic achievement (Charles, Chris & Kosgei 2012). Headteachers may coordinate, enhance, and sustain high standards for teaching and learning with the help of effective instructional supervision.

2.8. Challenges in Instructional Supervision

An activity that involves activities inside the classroom while courses are in session is instructional monitoring in classroom management. In this administration area, the principal's involvement in mentoring the teachers is crucial (Egwu, 2015). To oversee classroom instruction, a principal must observe teachers and evaluate their classroom practices and the teaching and learning process (Egwu, 2015).

3. METHODOLOGY

This study examined the impact of Intensive School-Based Instructional Supervision (ISBIS) on Academic Teaching Performance (ATP) in public secondary schools in Tawi-Tawi Province, Philippines. The study's descriptive component described the connection between the goals of ISBIS's execution and achievement. In quantitative research, relationships between measured variables are established, and the causes of these interactions are explored. A survey instrument created by the researchers was used in the investigation. 40% of the total population was deemed a respondent in this survey.

The research tool is divided into two (2) parts. The implementation of Intensive School-Based Instructional Supervision (ISBIS) and Monitoring and Evaluation were the topics of the first section.

4. RESULTS AND DISCUSSION

With a mean score of 3.807, the instructors described the deployment of intensive school-based instructional supervision as an innovative strategy. The teachers are already acquainted with various instructional tactics and techniques that can be useful for effective instruction. They can engage students' attention in learning by utilizing multiple teaching techniques during classroom activities. While assistance and support with 3.777 suggest that the

school administrators have started enough monetary allocations for the implementation of the ISBIS program because they believed that the most effective way to achieve quality output is by providing enough support to ensure that material resources are available during program implementation. 3.951 implementation monitoring and evaluation are also included. The principals paid attention to the teachers' regular reports filing because they thought this was one method of evaluating the teachers' performance. Additionally, the teachers revealed that the principals regularly held faculty meetings and performance reviews.

The principals also disclosed that they had trained the teachers to develop life-long learning in their students and provided them with a broad range of human knowledge and intellectual pursuits. The respondents also described the teaching performance in terms of academic achievements with a mean value of 4.067, implying that the teachers had motivated their students to study their lessons well and improve their grades because they thought that for kids to have a successful life in the future, they needed these kinds of abilities. The consideration of answers regarding the claim that teachers gave their students analytical and expressive skills was last but not least. In the administrators' opinion, the teachers have given their students the analytical and expressive skills they need to use their thinking and other skills successfully. Further analysis reveals that all claims of teaching performance in terms of academic accomplishments have sizeable standard deviation values. The respondents' replies to the questions varied. Some respondents thought the professors had highly obtained or achieved, while others might have thought they had just moderately, slightly, or perhaps barely attained the necessary academic results. Classroom Management had a mean value of 4.083, indicating that respondents thought checking students' attendance was a good way to get their attention because they wanted to ensure that everyone was prepared to learn before they started their lesson. They also thought that teachers had improved their skills in counseling and student discipline, which are necessary to reduce disruptive behavior from students in the classroom.

Once cooperation, excellent relationships, and mutual respect have been created, students will likely behave in class. The principals stated that instructors are imaginative and productive in providing classroom activities that inspire student engagement and learning. Instructional Delivery also received a score of 3.967, indicating that teachers have established strong instructional delivery competence. They were also persuaded that teachers now had better lesson delivery skills, could articulate their concepts well and that students could readily understand the lesson. And this amounts to an efficient system for overseeing education. The results of this study confirm the writing that the researcher has read and cited, which states that instructional supervision processes must cater to the individual needs of each teacher being supervised to be effective because doing so has a significant positive impact on the motivation and commitment of teachers at work. The teacher will be less motivated if the matching is not done (Benjamin, 213). The principals agreed that teachers had fostered independent learning and critical and analytical thinking in their charges. They thought that critical thinking abilities needed to be developed for kids to become inventive, creative, and autonomous thinkers. When thoroughly examined, all assertions had high standard deviation values, indicating that the respondents' reactions to the statements differed. Some respondents reported highly obtained and attained goals, while others may have reported moderately attained goals, less attained goals, least attained goals, or goals they had never attempted to achieve.

Additionally, both collectively and individually, the principals' intensive school-based instructional supervision in terms of innovative strategy, help, support, monitoring, and evaluation significantly improved teaching performance and academic achievements. Teaching Performance and Instructional Delivery was greatly influenced by the principals' intensive school-based instructional supervision in terms of innovative strategy, help, support, monitoring, and evaluation, individually and collectively. Classroom management performance was significantly impacted by the principals' intensive school-based instructional supervision in an innovative strategy, aid and support, monitoring, and evaluation. Similarly, when considered separately, the innovative strategies used by principals and monitoring and evaluation have considerably impacted teaching performance and classroom management but not assistance and support.

5. CONCLUSION

According to the findings of this study, principals of public secondary schools have implemented Intensive

School-Based Instructional Supervision in their particular schools with creative strategies, help and support, and monitoring and evaluation. Regarding academic achievements, classroom management, and instructional delivery, the teachers in Tawi-Tawi's public secondary schools have accomplished effective academic teaching performance.

In addition, school principals' intensive school-based instructional supervision significantly impacts teaching performance, academic achievement, and instructional delivery in terms of aid and support, innovative strategy, monitoring, and evaluation, both collectively and individually. On teaching performance in terms of classroom management, school principals' intensive school-based instructional supervision has a substantial impact in terms of aid and support, innovative strategy, monitoring, and evaluation. Similarly, when considered separately, the principals' Innovative Strategy, Monitoring and Evaluation, and Classroom Management have all significantly impacted the teaching performance, but not on assistance and support. Teachers' academic accomplishments and the quality of their instruction are well predicted by the principals' assistance and support, innovative strategy, and monitoring and evaluation. Similarly, the principals' innovative strategy, monitoring and evaluation, and classroom management are excellent predictors of teaching performance, but they need more assistance and support.

6. RECOMMENDATIONS

To achieve high-quality and efficient instructional supervision and effectively accomplish educational objectives, school administrators should strengthen their programs for Intensive School-Based Instructional Supervision implementation. To achieve instructional effectiveness can be achieved by offering the teachers adequate help and support and a series of training like ICT integration. The administrators may urge their instructors to get doctorate degrees to keep them abreast of the latest developments in education and provide them with cutting-edge methods for delivering instruction that will fully benefit the pupils. To create a learning environment in the classroom that is conducive to teaching and meaningful academic progress, school administrators might choose instructional supervision techniques that are suitable for the personalities and preferences of the teachers. To spark their interest in their studies and subsequently foster meaningful and lifelong learning, teachers may employ various techniques and approaches that are ideal for each student's learning preferences and mental capacity. The results of this study may be confirmed by conducting similar research.

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