



## STRENGTHENING INSTRUCTIONAL SUPERVISORY MATRIX FOR TEACHERS

MARY LADY LOU R. FAMOSO

### Introduction

Schools have therefore been hailed to be the most active, suitable and central places where formal education can be accessed and sustained. To maintain these situations, the educators need to give quality service to learners by being dynamic, effective and efficient teachers in delivering competencies and skills required in all disciplines. In order to achieve high standards of education in a country, the utmost aim of schools therefore should be to improve the quality of teaching and learning (Usman, 2015). Fullan, Rincon-Gallardo and Hargreaves (2015) posit that this can only be achieved through an

The principal's role as a supervisor of curriculum instruction cannot therefore be underestimated. The idea and application of supervision of instruction has undergone evolution over the years (Glickman, Gordon and Ross-Gordon, 2014). In the 19th century, supervisors would set strict requirements for the teachers and visit them while in classrooms to ensure that they complied with the set instructions and failure to follow those instructions would lead to dismissal (Glanz, 2018). Similarly, Mette et al (2017) assert that the main intention of instructional supervision is neither to judge teachers' competency level nor to make the supervisor be in command, but rather to help supervisors and teachers to work co-operatively for the good of the

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school. Today, supervision is seen as a two-way undertaking in which supervisors and supervisees dialogue with an intention of improving instruction which logically should be geared towards improving student learning and success in school (Zepeda, 2015).

In order to attain the goals of supervision, supervisors commonly give advice, assist and support the teachers (Kalule and Bouchamma, 2014). Nolan and Hoover (2011) contend that, in both supervision and staff development the center of attention is the teacher effectiveness in teaching. Both processes aim at improving teachers' instructional practices in a collaborative and judgment free environment. Although the terms assessment, ranking, evaluation, and appraisal are all used together to describe supervisors' role, they do not precisely reflect the process of instructional supervision.

The teacher must be the cause of all the efforts to enhance high standards in classroom instruction (Isa and Jailani, 2014). The quality of schools in a nation therefore depends on the high standards of training given to teachers. Students learn what is directly related to how and what teachers teach which highly depends on the skills and the knowledge they have gained through continuous learning and practice (Fullan et al., 2015). Instructional supervision is therefore an essential tool in staff development (Watson and Supovitz, 2008). According to Glickman, Gordon and Ross-Gordon (2017), a long-term objective of supervision is to develop teachers professionally towards a point where the teachers, coached by supervisors, can take complete charge of instructional enhancement.

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Specifically, teachers are the most influential persons in the classroom that served as instruments in imparting knowledge to the learners and implementing educational reforms. Therefore, it is necessary that they are competent enough in sharing their expertise, responsible in molding and nurturing the learners, model of truth and proper values, and have great impact in the total development of learners mentally, physically, emotionally, socially and spiritually. Teachers are the key persons in the classroom, so they must be aware of what are expected of them and be guided by the proper guidelines during the conduct of instructional supervision particularly in instructing the learners who are supposed to learn in each discipline, classroom management, pedagogy and delivery of the lesson, assessment for evaluation of the learners which are all factors for the improvement of the teaching and learning process and the total development of teachers as a whole.

Over a long period of time, supervision had been practiced in all public schools to monitor the teachers' performances and progress in teaching. The role of the teacher was to impart to the learners the knowledge and skills based on the competencies in each grade level. In this way, they are monitored by the administrators through instructional supervision. Many teachers were afraid to ask supervisors for help or to seek collegial assistance for fear that doing so would expose weaknesses in their teaching, which could be reflected later in low evaluations and possible punitive actions. This time, supervision as an evaluation tool reduced the possibility of nurturing collegiality, collaboration, and reflective practice, a more democratic and professional

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process, involving multiple skills that are equally available to teachers and supervisors. This new supervision embraces different configurations of teachers as colleagues working together to increase the understanding of their practice.

For so many years, the field of instructional supervision has been suffering from unstable relations between teachers and observers. At school level, how observers should professionally support while working with teachers was the discussion about the field of instructional supervision and was a main drive for developing the different supervision models because different models produced different practices and styles. The aim was to increase for the best method by which observers could best improve the teachers' performance, provide them with the needed assistance; for the total school improvement and providing quality education for the learners. Hence, the main purpose of instructional supervision is providing support for teachers and enhances their roles as key professional decision makers in the practice teaching.

In the new IPCRF, it is stated that one of the master teacher 's duties and responsibilities is to conduct instructional supervision with the assigned teachers at least four (4 ) times in a month using the necessary instructional supervisory tools such as the pre and post conferences' forms and the teachers' observation tools wherein the expected teacher's performance in the delivery of the lessons are observed according to classroom management, content , pedagogy/ delivery, assessment / evaluation and the teacher's quality during the observation proper.

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In line with this, the supervisory practices, styles combined with other variables have significant effects on classroom management and teacher's performance. The curiosity challenged the researcher to conduct a study on Matrix on Instructional Supervision in Public Secondary Schools in the division of Batangas city to assess the existing practices of the educational leaders in conducting supervisory instruction with the result proposing matrix for instructional supervisory approaches. The data will serve as basis for the designed matrix for instructional supervisory approaches that will address the problems and issues encountered by the teachers in different career stages during classroom observation or instructional supervision.

## Literature Review

**Instructional supervision phases.** Instructional supervision involves appropriate recognition of teachers' abilities which assists in giving clear direction for their work in the school (Khuninkeeree et al 2019). The supervisory process provides teachers with support and a way of solving classroom problems in order to help them grow and develop as professionals. Fullan et al (2015) noted that principals make their own assessment of the individuals and groups being supervised and also make strategies to meet the statutory requirements through locally derived policies and regulations rather than strict adherence to the stipulated measures. Ekpoh and Eze (2015) posit that the main instructional supervisory role of school heads includes giving teachers direction, resources and supporting them. They add that, principals through instructional supervision directly determine the teachers' perception of teaching and curriculum instruction.

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The principal supervises teachers based on the schemes of work, lesson notes, class attendance, absenteeism and levels of hard work.

Glickman et al. (2017) view another aspect of supervision and defines it as the act of directing, assessing, overseeing, and evaluating employees in order to between the needs of the teacher and the goals of the organization, through work done harmoniously to achieve the school's vision. Goldhammer (2018) noted that when the environment for supervision is conducive, the supervisor and the teacher are able to develop and experience a strong and lively working relationship. Achibong (2012) viewed instructional supervision as activities designed to improve instruction in school through changing teacher behaviour in order to enhance and facilitate learning in a way that the goals of the organization are achieved.

Instructional supervision also aims at providing support, encouragement and guidance. This can only be successful in an environment based on a collaborative culture and the existence of trust between the supervisors and the supervisees (Tesfaw and Hofman, 2014). Buffuor-Awuah (2011) views supervision in an educational perspective and further proposes that teachers should be given an opportunity to engage in teaching processes, and participate in activities that entail professional development with the aim of enhancing instruction. Other scholars believe that the purpose of instructional supervision is to assist teachers to be conversant with their teaching and the impact it has on their learners (Osman and Mukuna, 2013; Glickman et al., 2015).

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Another group of scholars mentioned that, instructional supervision provides a system in which supervisors and supervisees improve in their teaching-learning process by forming a collaborative team with other professionals (Buffuor-Awuah et al 2017). The purpose mentioned by the researchers can be grouped as supporting collaboration and team work, improving curriculum instruction, fostering staff development, staff motivation, encouraging human relation, encouraging needs assessment and self-evaluation. From the contemporary concepts, instructional supervision is considered to be a collaborative, flexible and a democratic activity. Mwangi et al (2014) conclude that instructional supervision enhances teacher professional development and contributes to quality performance in the classroom that promotes student learning. With regard to various perceived definitions and purposes of instructional supervision, this study sought to establish whether this is what is on the ground in the selected study locale with an aim to improve instructional supervision in public secondary schools.

The Results – Based Performance Management System Manual for Teachers and School Heads (2017) was developed through Philippine National Research Center for Teacher Quality stressed the phases and the protocols in Classroom Observation. There are three phases in classroom observation which are the pre-observation, actual observation and the post-observation. The pre-observation is the preliminary phase of the observation in which teachers and observers prepare for the observation. The actual observation is the classroom observation usually lasts for sixty minutes while the post-observation is the concluding phase of the

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observation process which observers assign individual ratings, undertake the inter – observer agreement exercise and make recommendations to improve a teacher’s performance.

In the pre-observation phase, the observer has to review the COT – RPMS Rubric appropriate to the level of the teacher he or she will observe. Then, they have to refer to the list of indicators expected to be observed in each observation period. While the teacher has to review the COT – RPMS Rubric appropriate to his or her position, refer to the Indicator List expected to be observed in each quarter observation in order to plan well for the observation, plans his or her lesson according to the indicators expected for the particular observation period and provides the observers with the lesson plan whether DLP or DLL.

On the actual observation, the observer sits at available chairs. Multiple observers are expected to sit apart. The observer uses the Observation Notes Form to record comments and observations on the teacher’s performance. If there are multiple observers, avoid engaging in any discussion with one another. Showing any feedback on the teacher’s performance using facial expression is also discouraged. The observers are expected to observe the entire class period while the teacher delivers the lesson.

On the post-observation, the observer thanks the teacher and leave the room immediately after observation. For individual rating, he or she rates the teacher using the COT – RPMS Rubrics appropriate to the teacher’s level. Only those indicators expected to be observed in an observation period as specified in the table of list of indicators, must be given rating. Observers meet all other

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observers to discuss the individual ratings given. In case of different ratings, the observers must resolve the differences and assign an agreed rating. The agreed rating is not an average, it is a final rating based on reasoned and consensual judgment. The observers meet the teacher to discuss the results of the observation.

**Approaches for instructional observation.** Curriculum is the core of a school's existence as an institution. It comprises of what is to be taught although it is not a creation of individual teachers but a design of national goals of education aimed at improving instruction (Glickman et al., 2017). The instructional supervisors should provide teachers with the opportunities for changes in the curriculum and materials in order to improve instruction and learning. This is necessary for instructional improvement due to the need for enhancing collective thinking by the instructional supervisor on one hand, and teachers on the other (Tesema, 2014). Ousman et al (2013) in their study on improving instructional leadership in schools, listed down the duties of the principals in curriculum implementation as follows: recommends relevant teaching and learning material or resources such as textbooks, work hand in hand to review the curriculum to suit classroom instruction, advise teachers on curriculum changes and encourage teachers to participate in curriculum development through in-service training.

Educational supervision is concerned with the total improvement of teaching and learning situation. Supervision is a subsystem of school organization; all teachers have rights and the need for supervision. Supervision should be conducted regularly to meet the individual needs of the

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teachers and other personnel. It should help to clarify educational objectives and goals for the principal and the teachers. Supervision should assist in the organization and implementation of curriculum programs for the learners. Supervision from within and outside the school complement each other and are both necessary. In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level. It should provide equal opportunities to support all teachers and it should be conducted frequently to maximize teachers' competency and also should be a collaborative activity.

Furthermore, supervision is characterized by simplicity and grace and conceived as a service to teachers, both as individuals and in groups. Supervisors in education are expected to be experts in the production of the system of their organization. Good supervision is based on philosophy and science. It employs scientific methods that are applicable to the dynamic social process of education and utilizes specific situations, scientific findings concerning the learner. A good supervisory practice seeks to evaluate its personnel, procedures and results that promotes learner's growth and, hence, eventually the improvement of the society. The quality of the school is dependent upon the quality of classroom instruction and the quality of instruction is dependent upon the quality of the faculty. The quality of the faculty depends upon the quality of the supervision which faculty members received. Supervision is a means to develop teachers professionally. It increases their moral and effective teaching. The pop in-visit is a type of classroom supervision visit wherein the teacher does not know when the supervisor/principal will

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observe him/her. The supervisor makes a random visit and has no schedule of faculty observation.  
It is a 20-minute unannounced visit without any special preparations of the teacher.

**Preparation of instructional supervision matrices.** In accordance with No Child Left Behind's (NCLB) Enhancing Education Through Technology Act of 2001 and through funding from the Florida Department of Education, researchers from the Florida Center for Instructional Technology (FCIT) at the University of South Florida developed a tool which could assist teachers with seamless integration of technology in classrooms. Researchers combined levels of technology integration—closely matched to the levels set forth in the groundbreaking ACOT study (Sandholtz et al., 2017) with five constructivist attributes associated with meaningful learning (Jonassen et al., 2013) to form a two-dimensional model known as the Technology Integration Matrix (TIM). The original five levels introduced in the ACOT research included Entry, Adoption, Adaptation, Appropriation, and Invention. FCIT researchers kept the designations for the first three while replacing Appropriation with Infusion and Invention with Transformation (FCIT, 2017).

According to Glickman et al. (2015), the model asserts that, developmental stages and characteristics of individual teachers are different, and therefore supervisors should strive to choose approaches that best suit the teachers accordingly. It goes further to identify the following primary approaches associated with developmental supervision: directive and nondirective approach. These approaches may be effective in whatever supervisory roles and strategies a principal put in place to improve instructional supervision (Pfeifer, 2011). Non-directive

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supervision involves listening, clarifying, encouraging and reflecting while directive supervision includes problem solving, directing, negotiating, standardizing and reinforcing. The supervisors must acquire this knowledge and be aware how their interpersonal behaviours influence teachers and then adopt the behaviours that can promote positive relationships with an aim to perform effectively in instructional supervision (Glickman et al., 2015). Baffuor-Awuah (2011) also contends that interpersonal skills are mandatory for they promote respect and trust between the supervisor and the supervisee. According to him, the knowledge on interpersonal skills will enable the supervisee to feel secure and in turn cooperate during observation process. Wanzare (2013) adds that interpersonal skills will help the head teachers to develop good public relation with teachers, which may lead to a cohesive working team. The model also advocates for technical skills that involve observing, planning, assessing and evaluating. Osman and Mukuna (2013) concur and emphasize that principals need technical skills in order to empower teachers to be significant, competent and committed.

## Research Questions

This study assessed the instructional supervision practices of master teachers in the public secondary schools with the end view of developing matrix for instructional supervisory approaches.

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Specifically, it sought answers to:

1. How may the instructional supervision practices in the following phases be assessed?
  - 1.1 pre-observation conference
  - 1.2 observation
  - 1.3 post-observation conference
2. To what extent do master teachers assess the extent of utilization of the following instructional supervisory approaches during the classroom observation?
  - 2.1 supervisory
  - 2.2 collaborative
  - 2.3 instructional
  - 2.4 clinical
3. What are the obstacles met towards effective instructional supervision?
4. Based on the analysis, what supervisory matrix may be proposed?

## Scope and Limitation

This study assessed the instructional supervision practices of master teachers in the public secondary schools, Area 1, Division of Batangas province with the end view of developing matrix for instructional supervisory approaches. It covered the instructional supervision practices along the following phases pre-observation, observation, and post-observation conference. Likewise,

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this study also dealt on the instructional supervision approaches relative to supervisory, collaborative, instructional, and clinical. Moreover, this study also identified the obstacles to effective instructional supervision which contributed to proposed supervisory matrix for master teachers. The study was limited to the aforementioned concerns.

Further limitations were data gathered from the researcher-constructed questionnaire and to the responses provided by the respondent groups to the unstructured interview and focus group discussion (FGD). The study delimited the participation of master teachers and school heads in the Division of Batangas.

## Research Methodology

The study used the descriptive method of research. As defined by Fraenkel (2010), descriptive method is a process of gathering, analyzing, classifying, and tabulating data about a prevailing phenomenon, practices, beliefs, processes, trends, cause and effect relationship and then making adequate interpretation of the data collected with or without the aid of statistical method. Considering the characteristic description of this design, the researcher deemed it most appropriate to be used in this study. Ideally, this method of research was believed to be appropriate to the present study. By employing this method, the researcher believed that this is the most applicable way to use to gather information and facts about the status of instructional supervisory practices of the educational leaders in performing their tasks.

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## Data Gathering Instruments

The study utilized questionnaire as the main data gathering instrument. Focus group discussion and interview were also conducted to enrich the findings of the study.

**Questionnaire.** The questionnaire was the primary tool to gather pertinent data. The researcher constructed a questionnaire based in the gained concepts and insights about the master teachers' instructional supervision practices. The researcher's personal observations were also considered in its construction.

First part of the questionnaire focused on the description of instructional supervision practices along with pre-observation conference, observation, and post-observation conference. Second part dealt on the assessment of instructional supervision in terms of the following approaches supervisory, collaborative, instructional, and clinical. The last part gathered data on the obstacles encountered towards effective instructional supervision.

*Construction.* The instrument used was developed based on the objectives, interviews and reading related literatures covering the master teachers' instructional supervision practices and compliance along with the approaches in public elementary schools.

The first draft made by the researcher was then presented to the adviser for comments and suggestions. These corrections and suggestions were incorporated in the second draft. Being permitted by the adviser, several copies of the questionnaire were prepared for the members of the panel validation.

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*Validation.* The researcher was advised to present the draft of the questionnaire to the experts in the field for validation and consider the dry run to test the validity of the instrument. The questionnaire was set for reliability testing using Cronbach alpha Test. The result revealed that it contained high internal efficiency level of 0.871 which was higher than 0.70 and interpreted as reliable. The value 0.70 is the minimum constant value which means that the responses were reliable and the options in questionnaire were appropriate for utilization.

*Administration.* The researcher virtually prepared and administered the questionnaire via google forms to the different school heads and master teachers in the Area 1, Division of Batangas. Respondents were informed of the purpose of the study and the need for their honest and objective participation. The researcher retrieved the questionnaires from the respondents soon after they have finished answering the instrument. After all the data were tallied and well accounted for, these were subjected to statistical treatment with the help of the statistician.

*Scoring of responses.* The researcher used a scale with corresponding verbal interpretation. The data gathered from the respondents were given weights ranging from 1 to 4. The responses correspond to the verbal interpretation as reflected in the scale below.

Option	Scale	Verbal Interpretation
4	3.50-4.00	Great Extent/Strongly Agree
3	2.50-3.49	Moderate Extent/Agree
2	1.50-2.49	Slight Extent/Strongly Disagree

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classroom observation. During this phase, the observer will clarify the purpose of the lesson, and identify the specific goals the teachers is planning to accomplish. Table 2 presents assessments on the description of instructional supervision practices in terms of pre-observation phase.

Based on the assessment of administrators, they strongly agreed that master teachers review the lesson for pre-observation to clarify targets on instructional factors to improve teaching and learning. This implies administrators' strong contention that master teachers first met with the teacher concerned prior to the actual date of classroom observation. Through this initial meeting, both parties would be able to lay down expectations and clarify matters that will be assessed in the coursed of

**Table 2**  
**Assessment of Instructional Practices in Terms of Pre-Observation Phase**

ITEMS	Administrators		Master Teachers	
	W.M.	V.I.	W.M.	V.I.
1. Examine the subject to be observed	3.827	SA	3.855	SA
2. Review the lesson plan for pre-observation to clarify targets on instructional factors to improve teaching and learning	3.818	SA	3.827	SA
3. Meet with the concerned head prior to the formal observation	3.800	SA	3.736	SA
4. Express agreement as to the day and time the observation takes place	3.800	SA	3.827	SA
5. Familiarize with the objectives of the lesson prior the observation proper.	3.791	SA	3.827	SA
6. Refer to the list of indicators expected to be observed in each observation period	3.791	SA	3.773	SA
7. Check the specific aspects in the lesson which is to be the focus of the observation.	3.782	SA	3.773	SA

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8. Consider the suitability of the instructional materials to be used	3.764	SA	3.618	SA
9. Check the means of evaluation that the teacher intends to use to assess the effectiveness of the lessons	3.764	SA	3.464	SA
10. Review the COT – RPMS rubric appropriate to the level of the teacher	3.727	SA	3.855	SA
11. Familiarize with the nature and general characteristics of the students to be observed	3.700	SA	3.655	SA
12. Identify the strengths and needs of the teacher prior to the instructional supervision to be conducted.	3.682	SA	3.364	SA
13. Discuss the teaching strategies which the teacher plan to employ in the course of the observation	3.655	SA	3.455	SA
14. Discuss possible problems that may be encountered in the observation	3.645	SA	3.518	SA
15. Orient the observer of what to expect during the classroom observation	3.609	SA	3.673	SA
<b>COMPOSITE MEAN</b>	<b>3.743</b>	<b>SA</b>	<b>3.681</b>	<b>SA</b>

observation. Further, this benefits the teachers as they will be guided with proper information and therefore their academic preparation may still be enhanced. Khuninkeeree et al (2019) meant that through instructional supervision it assists in giving clear direction for teachers' work in the school and provides them with ego support and a way of solving classroom problems in order to help them grow and develop as professionals

Moreover, administrators revealed in the assessment that they strongly agreed that master teachers examine the subject to be observed. This infers the ability of the master teachers to consider the capacity and line of specialty of the teacher concerned. Since they know that not all teachers are handling their own area of specialization, they see to it that classroom observation

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happens with the subject under their own expertise. Similarly, master teachers carefully identify the nature of each subject and therefore set baseline information for teachers to meet and comply. This supports the idea of Gordon and Ross-Gordon (2014) that focusing on teacher's skills, attitude, knowledge and ability to make informed decisions and solve problems much better; which eventually may lead to quality in teaching and learning. In the same contention, the findings also affirmed the insights of Mosavi (2014) that instructional supervision is specifically concerned with the improvement of the curriculum instruction.

Other indicators which the administrators expressed strong agreement were meeting with the concerned head prior to the formal observation; and expressing agreement as to the day and time the observation will take place. This speaks well of the master teachers' function to make their immediate superior inform of their roles and targets set for each day. By means of informing their heads, this signifies respect and recognition of the person who occupies higher position than them. Also, it is good to say that master teachers, being academic leaders, have always been considering the skills and convenience of teachers. They make arrangement as to the date and time which the actual classroom observation takes place. Through this consultation, master teachers were able to help teachers received favorable ratings and feedbacks across their teaching performance. This validates the contention of Glickman et al. (2017) that supervision can be defined as the act of directing, assessing, overseeing, and evaluating employees in order

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to between the needs of the teacher and the goals of the organization, through work done harmoniously to achieve the school's vision.

Similarly, administrators strongly agreed in familiarizing with the objectives of the lesson prior the observation proper; and referring to the list of indicators expected to be observed. Master teachers remain true to its purpose of doing things seriously especially if it concerns about teachers' performance. Since they regularly check and monitor their daily lesson log, they had the chance to be well-informed and tracked the lesson which the teachers set for each class. Also, they have a wide understanding of the lesson objectives and the manner will employ activities and strategies to meet these objectives. This finding also reveals master teachers' objectivity as they help teachers learn the items and indicators on how they will be specifically be graded. By means of their action, teachers are assured of the clarity and the real purpose of pursuing the classroom observation. This is what Goldhammer (2018) noted that when the environment for supervision is conducive, the supervisor and the teacher are able to develop and experience a strong and lively working relationship. Adding to this effect is the revelation of Achibong (2012) that instructional supervision as activities designed to improve instruction in school through changing teacher behaviour in order to enhance and facilitate learning in a way that the goals of the organization are achieved.

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Looking at the assessment of master teachers themselves, prior to the actual date of classroom observation, they strongly agreed in examining the subject to be observed and reviewing the COT-RPMS rubric appropriate to the level of the teacher. This sounds pleasing as the master teachers understand that demand of the subjects especially if these subjects were assigned to non-specialized teacher. If this is the case, master teachers consider and make necessary adjustment, to be fair to both ends, students and teachers most especially. Researcher believes that this holds true to DepEd not all teachers handled their own area of specialization. Most often than not, due to unavailability of teacher in the major or field, these subjects were assigned to teachers even these are not aligned with them. So, in consideration, at least, master teachers recognize that teachers should be observed based on the subject they held specialized in and make sure the instrument to be used in the observation is carefully communicated.

Also, master teachers signified strong agreement in reviewing the lesson for pre-observation to clarify targets on instructional factors to improve teaching and learning; familiarizing with the objectives of the lesson prior the observation proper; and expressing agreement as to the day and time the observation would take place. As expected, this affirms master teachers' function and accountability to ensure relevant teaching approaches and preparation. Also, prior to observation, they inform teachers as to their most preferred time and subject since teachers know what is best in terms of giving instruction. Ekpoh and Eze (2015)

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posited that the main instructional supervisory role of school heads includes giving teachers direction, resources and supporting them.

The composite mean expressed master teachers' strong agreement of the instructional supervision practices in terms of pre-observation conference.

**1.2 Observation.** It is an important part of learning how teachers should teach. The fundamental *purpose* of classroom *observation* is to improve student outcomes by improving the instructional prowess of the *teacher* and by performing an investigation into possible inequities in instruction among different groups of students.

Based on the similar assessment of administrators and master teachers, they expressed strong agreement in using prescribed and appropriate observation notes form and recording comments and observation on the teachers' performance. This only proves that master teachers remain tactful in dealing with the agreement set for teachers' observation. They ensure that this is done in accordance to the scheduled agreed by both parties and thus teachers expect their academic leaders to do the observation accordingly. Also, in the duration of classroom observation, master teachers understand the relevance of keeping the comments and other observation insights so that these will all be translated to teachers when they do the post conference. This also highlights that master teachers know that these comments will be helpful

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**Table 3**  
**Assessment of Instructional Practices in Terms of Observation Phase**

ITEMS	Administrators		Master Teachers	
	W.M.	V.I.	W.M.	V.I.
1. Use the prescribed and appropriate observation notes form	3.864	SA	3.873	SA
2. Record comments and observations on the teacher's performance	3.864	SA	3.864	SA
3. Demonstrate knowledge and understanding of differentiated teaching methods to suit the learner's gender, needs, strengths, interests and experiences	3.855	SA	3.791	SA
4. Observe teachers' ability to communicate learning objectives to pupils	3.845	SA	3.836	SA
5. Examine the teacher's creativity and planning of appropriate instruction.	3.845	SA	3.736	SA
6. Monitor the congruency of the assessment tool to the learning objective	3.845	SA	3.600	SA
7. Evaluate how the teacher selects, develops and uses appropriate teaching and learning resources, including ICT to address learning goals.	3.827	SA	3.773	SA
8. Check the classroom management of teacher regarding engagement of learners in a meaningful exploration, discovery and hands-on activities	3.827	SA	3.500	SA
9. Provide a non-threatening atmosphere to students that enhances learning	3.818	SA	3.782	SA
10. Communicate and maintain high standards of learning performance	3.791	SA	3.727	SA
11. Evaluate the teacher's application of knowledge of content within and across curriculum teaching areas.	3.764	SA	3.727	SA
12. Monitor how the teacher practices time management.	3.727	SA	3.636	SA
13. Check the congruency of the instructional materials used by the teacher in connection with the learning objective	3.727	SA	3.800	SA
14. Monitor teacher's utilization of a range of teaching strategies that enhance learners' achievement in the development of critical and creative teaching skills	3.700	SA	3.673	SA

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15. Assess the teacher's ability to connect students' daily life experiences in the teaching-learning process	3.627	SA	3.764	SA
<b>COMPOSITE MEAN</b>	<b>3.795</b>	<b>SA</b>	<b>3.738</b>	<b>SA</b>

for teachers in improving their teaching performance.

Also, as assessed by the administrators, strong agreement in demonstrating knowledge and understanding of differentiated teaching methods to suit the learners' gender, needs, strengths, interests, and experiences. This implies master teachers' in-depth awareness of pursuing relevant and appropriate teaching methods addressing the nature and ability of the students. More so, this also affirms that teaching approaches must always consider the learning styles of the students. Master teachers keep informing their teachers that creativity and resourcefulness must be manifested in their day-to-day teaching experiences. Buffuor-Awuah, 2011; Glickman et al., 2017 mentioned that, instructional supervision provides a system in which supervisors and supervisees improve in their teaching-learning process by forming a collaborative team with other professionals

Observing teachers' ability to communicate learning objectives to pupils; examining teachers' creativity and planning of appropriate instruction; and monitoring the congruency of the assessment to learning objectives were items assessed by administrators to a strong agreement. This affirms the responsibility of master teachers to review and check teacher's' daily lesson log with learning how this could be manifested in the actual observation. They see to it that teachers have carefully aligned objectives appropriate for the target audience and competencies, that they

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also had creative line up of activities and instructional materials and of course the suitability of assessment tools they designed to assess students' learning. In doing classroom observation, master teachers are keen in making sure that these items are achieved and teachers are articulate in performing the teaching task. Mwangi et al (2014) conclude that instructional supervision enhances teacher professional development and contributes to quality performance in the classroom that promotes student learning. In general, the composite mean expressed master teachers' strong agreement of the instructional supervision practices in terms of observation conference.

### 1.3 Post-Observation Conference.

Based on the assessment of administrators, strong agreement in exhibiting collaboration and collegial practices focused on improving instructional practice and student learning. This affirms master teachers' ability to convey encouragement and inspiration among teachers that would eventually help them agreed to thinking of ways on how they could elicit innovative engagement of students and establish meaningful learning experiences. Further, this finding also indicates teachers' affirmation of working towards the improvement of their crafts. Through this active partnership, teachers can be assured of their competence since master teachers would look for possible ways to help them increase skills and their qualifications.

Moreover, administrators strongly agreed in inspiring teachers to identify factors that led to success and trace what instructional needs required immediate solution and motivating

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teachers to find probable solutions for the identified problems through negotiating and problem solving. This implies opportunities given by the master teachers among teachers in the conduct of post conference. They allow teachers recall their best teaching approaches and skills that led to a successful classroom observation. Also, the master teachers do not simply stop after the identification of key drivers, but also asked teachers to at least find out which among their strategies and approaches need improvement. It is only then both master teachers and the teachers themselves would be able to

**Table 4**  
**Assessment of Instructional Practices in Terms of Pre-Observation Phase**

ITEMS	Administrators		Master Teachers	
	W.M.	V.I.	W.M.	V.I.
1. Exhibit collaboration and collegial practices focused on improving instructional practice and student learning	3.909	SA	3.782	SA
2. Inspire teacher to identify factors that led to success and trace what instructional needs required immediate solution	3.864	SA	3.782	SA
3. Motivate the teacher to find probable solutions for the identified instructional problems through negotiating and problem solving	3.864	SA	3.845	SA
4. Evaluate teachers' performance through giving of feedback and reflections based on the COT – RPMS Rubrics appropriate to the teacher's level.	3.855	SA	3.864	SA
5. Decide on the final rating of the teacher	3.845	SA	3.791	SA
6. Allow the teacher to decide on the next supervisory action for the professional growth and development of teachers	3.827	SA	3.791	SA
7. Manifest open-mindedness and clarity of points raised	3.827	SA	3.782	SA
8. Ask the teacher's feelings during the observation proper	3.818	SA	3.773	SA

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9. Observe collaboration with colleagues to monitor student performance and making instruction responsive to cultural differences and individual learning needs	3.818	SA	3.718	SA
10. Solicit what transpired in the actual teaching through recall of what happened during the teaching process.	3.809	SA	3.755	SA
11. Allow the teacher to recall the strategies and approaches employed, sequence of material presented and the level of pupils' involvement in the teaching learning process.	3.809	SA	3.673	SA
12. Allow the teacher to describe the things that went well during the observation	3.800	SA	3.718	SA
13. Verify the objectives of the lesson taught	3.736	SA	3.882	SA
14. Require the teacher to recall the strengths and needs in the implementation of the lesson plan	3.727	SA	3.755	SA
15. Let the teacher describe the strategies used in teaching	3.527	SA	3.709	SA
<b>COMPOSITE MEAN</b>	<b>3.8028</b>	<b>SA</b>	<b>3.7767</b>	<b>SA</b>

elicit a successful and indeed innovative learning.

Further, administrators expressed strong agreement in deciding on the final rating of the teacher. Through the conduct of post-conference, and after learning all the comments and suggestions of the master teachers, leading to the improvement of teachers' competence in the teaching process, both would agree to the final rating. Here, finding indicates that master teachers have to objectively present comments and feedback to support the numerical ratings of the teachers. In the context of DepEd, teachers have to conform with the final rating and clarity on the things they need to work out must be established. Osman and Mukuna (2013) mentioned instructional supervision in schools through building principals' capacity also add that, even though stakeholders in education may be aware of the value of the principal's instructional

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leadership responsibilities, effective instructional leadership skills are hardly practiced. They both agreed to the final ratings to be given to the teachers.

Finally, administrators and master teachers themselves expressed strong agreement in letting the teachers describe the strategies used in teaching. This is an indicative of master teachers' skills to countercheck teachers' strategies used by allowing her recall and describe such. This also implies the suitability of the strategies used and by then master teachers provide comments as to the need to strengthen teachers' preparation of the lesson and identification of the strategies.

Overall, the composite mean expressed by the administrators signified strong agreement of instructional supervision practices relative to post-observation conference.

Shifting to the assessment of master teachers, they verify objectives of the lesson taught. This means that as the master teachers do the post-observation conference, they go back to learning the objective realization set for the lesson. They asked teachers whether the objectives were met in the course of the discussion. Also, master teachers would like to find out how well teachers made the lesson; and how well they thought of strategies aligned with the objectives. Further, finding indicates the fact that teachers' ability to set objectives is observed. Master teachers believed that they have to know such principle where they consider the cognitive, psychomotor and affective domains in the formulation of the objectives. Glickman et al. (2017) view another aspect of supervision and defines it as the act of directing, assessing, overseeing,

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and evaluating employees in order to between the needs of the teacher and the goals of the organization, through work done harmoniously to achieve the school's vision.

Further, master teachers strongly agreed in evaluating teachers' performance though feedback and reflections based on the COT-RPMS rubrics appropriate to the teachers' level. Prior to the actual date of observation, master teachers ensure an agreement with the teachers as to the schedule and subject they would be observed. Also, information on how they will be given ratings is also provided in advanced. So, this finding is an indicative of the fact that master teachers rated teachers based on the identified instrument and teachers were well-informed on how they can be given points. In the post conference, master teachers emphasize teachers' strengths and help them improve their areas needing improvement. True enough, by the use of the COT-RPMS tools, teachers would become aware of the expectation needed of them in the context of observation. On the end of the master teachers, all feedback were in the boundary set in the COT-RPMS tools, and they give feedback objectively and constructively.

Overall, the composite mean expressed by the master teachers signified strong agreement of instructional supervision practices relative to post-observation conference.

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## 2. Assessment of the Instructional Supervision Approaches

This study also assessed the extent of utilization of instructional supervision relative to the following approaches supervisory, collaborative, instructional, and clinical. Data are presented in Tables 5 to 8.

**2.1 Supervisory approach.** The method of supervision used to transmit supervisor expectations to teachers clearly. Supervisors using this method enforces ideas using a hierarchical approach where they present, clarify, listen, direct, and reinforce. This is used best when teachers have expertise, involvement, or interest in instructional problems and time is of the essence. Table 5 present assessments relative to supervisory approach.

It can be seen from the assessment of administrators, recognizing that instructional supervision is a teacher support function to nurture teachers' leadership and autonomy to a great extent. This means that master teachers greatly contribute to the whole being of teachers through the conduct of instructional supervision. Here, teachers would have a better understanding of how they performed and eventually increase competence in the areas identified needing improvement. Further, master teachers' feedback plays relevant inputs in the transformation of teachers as they held responsible to the overall performance of teachers.

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Meanwhile, recognizing teachers' strengths, needs, and providing opportunities for growth in a supportive learning environment; encouraging close collaboration of teachers and instructional leaders in the processes of curriculum development, implementation and evaluation were assessed

**Table 5**  
**Extent of Utilization of Instructional Supervision in terms of Supervisory Approach**

ITEMS	Administrators		Master Teachers	
	W.M.	V.I.	W.M.	V.I.
1. Recognize that instructional supervision is a teacher support function to nurture teachers' leadership and autonomy	3.836	GE	3.664	GE
2. Recognize teachers' strengths and needs and provides opportunities for growth in a supportive learning environment	3.818	GE	3.782	GE
3. Encourage close collaboration of teachers and instructional leaders in the processes of curriculum development, implementation and evaluation	3.818	GE	3.782	GE
4. Promote and facilitate activities for the development of self – directed teachers as professionals and instructional learners	3.791	GE	3.682	GE
5. Foster continuous and open deliberation on curriculum issues and problems by connecting theory and practice	3.118	ME	3.164	ME
6. Employ differentiated procedures for teacher formative evaluation which are appropriate to respective levels of teachers' professional development.	3.782	GE	3.764	GE
7. Ensure equitable access to knowledge for all students regardless of race, gender ethnicity, special needs, or social class	3.773	GE	3.673	GE
8. Utilize procedures that promote open communication, collaboration and mutual trust	3.736	GE	3.764	GE
9. Clarify the aims of education, the nature of knowledge, the role of teachers, and purposes of the curriculum.	3.664	GE	3.873	GE
10. Advance school curriculum that is socially and culturally relevant for teachers and learners.	3.173	ME	3.08	ME

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<b>COMPOSITE MEAN</b>	<b>3.7600</b>	<b>GE</b>	<b>3.7336</b>	<b>GE</b>
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to a great extent. This implies master teachers' recognition of teachers' sure that teachers are well supported and their needs are addressed. They are also instrumental to make these teachers perform at their best. Moreover, in the pursuit of quality teaching, this finding reflects smooth and open communication between master teachers and teachers themselves. They work collaboratively to plan and make necessary adjustment to improve teaching and learning process.

In the end, the composite mean from the administrators' assessment revealed utilization of instructional supervisory approaches in terms of supervisory approach to a great extent. This means that master teachers had wide understanding and knowledge in the utilization of instructional supervisory approach.

Looking at the assessment of master teachers, they recognize teachers' strengths and needs and provides opportunities for growth in a supportive learning environment; and encourage close collaboration of teachers and instructional leaders in the processes of curriculum development, implementation and evaluation to a great extent. This is an affirmation of their selfless promotion of teachers to become their best version of themselves. Through the feedback they give, they make these teachers more comfortable and fulfilled in the profession. Moreover, as master teachers, they always serve the light of inspiration to challenge them and help them carry the profession with great level of competence and skills. Also, it is them, master teachers, who consistently encourage teachers to pursue graduate studies and undertake researches.

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Finally, master teachers assessed recognizing that instructional supervision is a teacher support function to nurture teachers' leadership and autonomy to a great extent. This well-validates the purpose why master teachers conduct instructional supervision and that is to ensure that teachers remain relevant and functional in the teaching and learning process. They also make sure that they serve as strong factors for teachers to identify their strengths and later on realize to improve their skills.

In the end, the composite mean from the master teachers' assessment revealed utilization of instructional supervisory approaches in terms of supervisory approach to a great extent.

**2.2 Collaborative Approach.** The collaborative method of supervision that is based on the participation of equals making instructional decisions. The outcome is a mutual plan of action. It consists of clarifying, listening, reflecting, presenting, problem solving, negotiating, and standardizing. This is the appropriate method to use when teachers and supervisors have the same level of experience and concern with the problem. Table 6 shows assessment in terms of collaborative approach.

Based on the similar assessments of administrators and master teachers themselves, they encourage teachers to inquire on good practices and pursue better alternatives for the improvement teaching and learning to a great extent. This is an indication that master teachers inform teachers of their actual teaching performance as basically help them improve by exposing them to the latest trends and at times they, master teachers, initiate localized training program

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in their schools which focused on the weak identified strands of teachers. Moreover, master teachers believe that teaching is a collaborative process and therefore everyone in

**Table 6**  
**Extent of Utilization of Instructional Supervision in terms of Collaborative Approach**

ITEMS	Administrators		Master Teachers	
	W.M.	V.I.	W.M.	V.I.
1. Encourage teachers to inquire on good practices and to pursue better alternatives for the improvement teaching and learning	3.827	GE	3.882	GE
2. Provide systematic assessment and constructive feedback to teachers about their personal and professional strengths and needs	3.091	ME	3.127	ME
3. Review actions and accepts feedback in an atmosphere of collegiality and collaboration	3.100	ME	3.182	ME
4. Inquire about the effects, implications of actions or decisions on others (e.g., colleagues, teachers, students, etc.) as a guide for future decisions	3.791	GE	3.782	GE
5. Encourage teachers and other school personnel to collaborate in the improvement of instructional practices in schools.	3.782	GE	3.664	GE
6. Support collegial relationships among teachers and instructional leaders	3.755	GE	3.800	GE
7. Create and sustain a learning community that supports teachers as learners and leaders.	3.655	GE	3.817	GE
8. Develop professional relationships among peers that nurture openness, trust, respect and integrity	3.618	GE	3.209	ME
9. Promote a culture of cooperative work among teachers, superiors, learners and other stakeholders	3.600	GE	3.845	GE
10. Uphold responsibility and willingness to accept decisions wholeheartedly	3.209	ME	3.173	ME

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<b>COMPOSITE MEAN</b>	<b>3.7145</b>	<b>GE</b>	<b>3.7670</b>	<b>GE</b>
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the school community should be proactive to make teaching and learning more meaningful and engaging.

Reviewing actions and accepts feedback in an atmosphere of collegiality and collaboration; and providing systematic assessment and constructive feedback to teachers about their personal and professional strengths and needs were items assessed by the administrators to a great extent. This highlights the primary function of master teachers as academic and instructional leaders; they make sure that teaching performance of teachers is suited to the needs and styles of the students and thus they also encourage teachers to remain open minded in times of giving feedback. After all, it is not about master teachers and teachers but also how they work as one in bringing students to a greater level of understanding and knowledge.

The composite mean from the same assessments of administrators and master teachers themselves revealed utilization of instructional supervisory approaches in terms of collaborative approach to a great extent.

**2.3 Instructional Approach.** A method that centers on a more accomplished learner providing guidance and encouragement to a more novice learner in the context of instruction or a learning exercise. Table 7 presents assessment in terms of instructional approach.

Based on the similar assessments of administrators and master teachers, motivating and supporting teachers to attain peak performance to a great extent. This implies how supportive master teachers were in the pursuit of assisting teachers' needs and performance. As their main

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roles, they were in the position to help teachers realize their optimum performance through the help of master teachers. Indeed, through the instructional supervision they are giving, teachers become more aware and knowledge of their performance and look for ways on how to combat such areas needing improvement. In connection, this also affirms the finding that master teachers evaluate performance of teachers for mentoring and coaching activities.

Promoting the efficiency of teaching and learning in all classes through observation and visitations; and organizing seminars, workshops, and other in – service training programs were items assessed by administrators to a great extent. This infers master teachers’ manner of giving feedback greatly contributed to the development of teaching performance. They also make sure that teachers’ performance in the classroom is guided and they make them well-informed of the things they

**Table 7**  
**Extent of Utilization of Instructional Supervision in terms of Instructional Approach**

ITEMS	Administrators		Master Teachers	
	W.M.	V.I.	W.M.	V.I.
1. Motivate and supports teachers to attain peak performance	3.836	GE	3.855	GE
2. Evaluate performance of teachers for mentoring and coaching activities.	3.809	GE	3.673	GE
3. Promote the efficiency of teaching and learning in all classes through observation and visitations	3.773	GE	3.709	GE

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4. Organize seminars, workshops, and other in – service training programs	3.755	GE	3.618	GE
5. Address individual needs and difficulties.	3.727	GE	3.800	GE
6. Assume leadership and supervises teachers on the improvement of instructional programs specifically the teaching learning process	3.718	GE	3.800	GE
7. Initiate action research designed to improve instruction and academic performance	3.200	ME	3.164	ME
8. Assist teachers in identifying strengths and growth areas through monitoring and evaluation	3.173	ME	3.836	GE
9. Provide professional, technical and instructional assistance to teachers	3.191	ME	3.182	ME
10. Conduct seminars, workshops and other services training programs	3.136	ME	3.173	ME
<b>COMPOSITE MEAN</b>	<b>3.726</b>	<b>GE</b>	<b>3.709</b>	<b>GE</b>

need to improve. To continue helping teachers improve their competence, master teachers, in support of their school heads, they plan and provide meaningful school seminar or training to address the weak identified strands in the observation. Also, the latest trends in teaching as well as in the management of students' behavior.

Lastly, administrators assessed conducting seminars, workshops and other services training programs to a moderate extent. To make sure that teachers are assisted and their performance is considered by their school administrators and master teachers, seminars and

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training programs are regularly conducted and initiated. This affirms support of the school heads and master teachers to enhance teaching capabilities of teachers. As a matter of fact, they put premium to investing teachers' skills because at the end of the day, teachers will be instrumental to the overall performance of the students, and thus in turn significantly affect the total standing of the school.

As a whole, the composite mean revealed administrators' assessment of utilization of instructional supervisory approaches in terms of instructional approach to a great extent.

Looking at the assessment of master teachers themselves, assuming leadership and supervising teachers on the improvement of instructional programs specifically the teaching learning process, assisting teachers in identifying strengths and growth areas through monitoring and evaluation, and addressing individual needs and difficulties to a great extent. This reflects consistent support of master teachers to the academic improvement of teachers. They make sure that whatever happened in the classroom observation is narrated and well-documented so in time of the post conference, teachers would have a clearer point as to the areas they need to work harder and celebrate with humility those aspects that showed satisfaction and success. Through this, master teachers serve as the light among these teachers as they lead them to the path of brighter future. They settled into points that teachers have to make up in the future and ensure better performance.

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Master teachers assessed evaluating performance of teachers for mentoring and coaching activities to a great extent. This affirms their obedience to their duty to mentor and evaluate teachers' performance based on their actual teaching performance. Master teachers know that in evaluating the teachers, it is a must to inform them of the competencies and instruments to be used so as to help them perform better. Also, when they do it, they see to it they evaluate objectively and feedbacks were carefully noted. Glickman et al. (2015) counter that supervisors can facilitate supervision on one-to-one basis or provide for meetings among teachers to improve instruction. It is only through effective instructional supervision that the instructional supervisor can assist teachers to perform their duties in a better way (Darling-Hammond et al, 2017).

**2.4 Clinical Approach.** *Clinical supervision in education* involves a teacher receiving information from a colleague who has observed the teacher's performance and who serves as both a mirror and a sounding board to enable the teacher to critically examine and possibly alter his or her own professional practice. Table 8 shows assessment in terms of clinical approach.

In can be seen from the assessment of administrators that master teachers require comprehensive understanding and use of pedagogy that accomplishes instructional goals for better learning outcomes to a great extent. This is evident among master teachers' encouragement amongst teachers to highly utilize teaching approaches and pedagogies in support of students' diverse learning and styles. Here, master teachers keep on informing

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teachers that the success of teaching and learning process depends on the attainment of the instructional goals and are coupled with

**Table 8**  
**Extent of Utilization of Instructional Supervision in terms of Clinical Approach**

ITEMS	Administrators		Master Teachers	
	W.M.	V.I.	W.M.	V.I.
1. Require comprehensive understanding and use of pedagogy that accomplishes instructional goals for better learning outcomes.	3.064	ME	3.218	ME
2. Provide developmental instructional models which address the dimensions of teaching and learning and appropriately modifies feedback processes	3.055	ME	3.227	ME
3. Assist each teacher to strengthens professional identity through careful analysis and reflection of personal teaching performance	3.755	GE	3.564	GE
4. Provide differentiated professional development activities to address career patting, teaching assignment, adult learning and teaching styles, interest, needs among others	3.145	ME	3.673	GE
5. Require thorough understanding of the diversity teachers and learners and the context where teaching – learning occurs	3.745	GE	3.718	GE
6. Provide opportunities for dialogue among teachers and instructional leaders on curriculum, teaching and learning	3.727	GE	3.645	GE
7. Engage teacher in the planning, designing, and evaluation of individual professional development programs	3.709	GE	3.609	GE
8. Encourage job – embedded professional development activities	3.027	ME	3.800	GE
9. Encourage meaningful decisions of student learning progress and appropriate teaching strategies for diverse learners	3.218	ME	3.164	ME
10. Encourage teachers to engage in self-assessment and personal relations to guide own professional development.	3.536	GE	3.618	GE

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<b>COMPOSITE MEAN</b>	<b>3.7009</b>	<b>GE</b>	<b>3.6618</b>	<b>GE</b>
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relevant teaching strategies. Moreover, as expressed by the master teachers, no single piece of advice has ever been rejected by teachers since they believe master teachers can help them improve their skills and competencies.

Meanwhile, taken from the same assessment, providing developmental instructional models which address the dimensions of teaching and learning and appropriately modifies feedback processes; and assisting each teacher to strengthens professional identity through careful analysis and reflection of personal teaching performance to a great extent. This infers the kind of training master teachers provide among teachers. To make them more competent and able teachers, master teachers had been exposing them to many teaching models which could later on be adopted and studied for the sake of improving their skills. This also speaks well of master teachers' relentless effort to support every teacher's drive towards excellent and quality teaching. They spent time for reflection and make themselves aware of the issues and tips to make them fit for the teaching profession.

In general, the composite mean from administrators assessment justified utilization of instructional supervisory approaches in terms of clinical approach to a great extent.

Moving on to the assessment of master teachers themselves, they encourage job – embedded professional development activities to a great extent. This implies master teachers' skills to inspire teachers and other colleagues to pursue activities which would help increase their competencies as teachers. Through their guidance, teachers would have understood the

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relevance of pursuing post graduate degrees, pursuing researches and getting connected to complex world of teaching globally. Archibong (2012) instructional supervision is a process that concentrates on instruction and how teachers can improve their instructional skills in order to be able to enhance their professional growth.

In general, the composite mean from master teachers' assessment justified utilization of instructional supervisory approaches in terms of clinical approach to a great extent.

### 3. Obstacles to Effective Instructional Supervision

This piece of study also identified the obstacles encountered to effective instructional supervision. Table 16 presents assessments in terms of obstacles encountered.

Based on the assessment of administrators, they strongly agreed in observers' standards are too realistic as the topmost obstacle towards effective supervision. This means that at times, no matter how teachers prepared and did in the classroom observation, still, the master teachers' point and standards would come a long way. This also indicates that as observers' they must have idea that not all can be as good as them; and as creative as them. Further, as the principle in the psychology, no two persons in alike. Same with this case, after the classroom observation, master teachers give feedback and later on teachers would find its way to meet the needed areas for improvement. Abebe (2014) showed that teachers lack awareness and orientation on the activities and significance of school-based supervision in effectiveness of practices of supervisory options matching with the individual teacher's development level, and inabilities of supervisors to

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apply the necessary process for the classroom observation properly, lack of relevant training programs for supervisors,

**Table 16**  
**Assessment on the Obstacles to Effective Instructional Supervision**

ITEMS	School Heads		Teachers	
	W.M.	V.I.	W.M.	V.I.
1. Observer's standards are too realistic	3.391	SA	3.245	A
2. Inconsistent supervisory work plan due to special assignments	3.382	SA	3.382	SA
3. Limited number of trainings and opportunities about instructional supervision	3.364	SA	3.182	A
4. Negative attitude of teachers toward classroom observation	3.327	SA	3.209	A
5. Some observers are authoritarian type and unable to maintain friendly relationship when supervising teaching – learning process	3.227	A	3.055	A
6. Work overload on both parties	3.155	A	3.473	SA
7. Lack of appropriate instructional materials	3.018	A	3.073	A
8. Absence of subject specialist during classroom observation	3.000	A	2.736	A
9. Lack of seminars and trainings for the new teachers concerning classroom observation	3.000	A	2.818	A
10. Lack of pedagogical knowledge concerning instructional supervision	2.982	A	2.818	A
11. Learning environment is not conducive	2.964	A	3.082	A
12. Inadequate time allotment	2.964	A	3.036	A
13. Subjects handled are not related with the teacher's major and specialization	2.945	A	3.418	SA
14. Instructional supervision processes were not implemented systematically	2.909	A	2.764	A
15. Instructional supervision protocols had not been planned and supervised properly.	2.864	A	2.773	A

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<b>COMPOSITE MEAN</b>	<b>3.0994</b>	<b>A</b>	<b>3.0791</b>	<b>A</b>
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scarcity of experienced supervisors, lack of supervision manuals in schools and shortage of allocated budget for supervisory activities.

Moving on from the same assessment, administrators expressed strong agreement in inconsistent supervisory work plan due to special assignments. This shows how unpredictable the schedule in the schools. Although this might not be true to all, but as far as this study is concerned, still, master teachers' ability to stick to the agreed schedule sometimes become failure due to concerns that may immediately pop up. As academic leaders and trusted by the school heads, they left with no other options but to comply, so the tendency is to make the supervisory plan flexible.

#### 4. Proposed Instructional Supervisory Matrix

The developed instructional supervisory matrix intended to assist and guide master teachers in their performance of their duties and responsibilities. This runs through the different approaches with emphasis on the least identified indicators. Hence, it is geared to fire up the standards and competencies of master teachers in terms of its quality service and social responsibility. Moreover, this aimed to upgrade the quality of classroom instruction through regular monitoring and observation,

As revealed in the foregoing findings and analysis, there were indicators where master teachers manifested moderately evident and very few needs improvement. This is a clear indication that as curriculum and academic leaders, they must be sheltered with enough

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 trainings and opportunities to enhance their skills and performance. Further, this is believed to be instrumental in supplementing the learning of master teachers despite the issues and challenges that may come along their way.

APPROACHES	OBJECTIVES	Pre-Conference	Actual Observation	Post Conference
<p><b>SUPERVISORY</b></p> <p>Supervisors using this method enforce their ideas using a hierarchical approach. Directive control supervision consists of behaviors of presenting, clarifying, listening, problem solving, directing, standardizing, and reinforcing, all with line authority.</p>	<p>Advance school curriculum that is socially and culturally relevant for teachers and learners</p>	<p>Discuss the objectives of the lesson to be observed</p> <p>Discuss the possible queries and answers to the learners in connection with the objectives</p> <p>Discuss the procedure or method to be done or intended to use.</p>	<p>Review the COT-RPMS Rating Sheet for the indicators.</p> <p>Link content from the delivery to assessment of the social and contemporary cultures to augment understanding of the lesson through the use of different strategies in teaching -</p>	<p>Assess if the objective had been accomplished.</p> <p>Evaluate the strategies employed based on its effectiveness.</p> <p>Assess the appropriateness of the materials used in teaching.</p> <p>Discuss the performance of</p>

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		<p>Consider the materials to be used and its appropriateness to the objective of the lesson.</p> <p>Check the means of evaluation or assessment to be used based on the congruency with the objectives.</p> <p>Proper scheduling of observation</p> <p>Planning of activities in relation with the objectives.</p>	<p>learning situation like:</p> <ul style="list-style-type: none"> <li>-video presentation depicting a range of cultures relevant to the objectives</li> <li>- video clips</li> <li>- dramatization</li> <li>-reporting</li> <li>-dialogue</li> <li>-focal group discussion</li> <li>- interview</li> <li>- talk show</li> <li>- games</li> <li>- invite resource speakers</li> <li>- debate, etc.</li> </ul>	<p>the students during the teaching – learning process.</p> <p>Discuss the things that went well during the lesson.</p> <p>Talk the things that did not work well.</p> <p>Discuss the possible solution and remediation for its improvement in the next teaching.</p> <p>Evaluate the assessment used.</p>
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		Develop mutual trust to gain confidence	Conduct seminars and trainings that aims to improve teaching - learning situation.	Mentoring  Coaching Activity  Follow -up  Peer Teaching  Giving Performance Feedback
	Foster continuous and open deliberation on curriculum issues and problems by connecting theory and practice.	Plan LAC Session  Conduct seminars and trainings on issues and problems regarding curriculum	Use educational software  Watch demo teaching  Form Supportive Base Groups	Giving positive feedback  Giving rewards and recognitions  Classroom Visitation

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		Brainstorming	Curriculum Mapping	Conferences
		Attend webinar		
		Read professional magazines.		
		Peer Teaching		
		Reading buddy sessions		
	Clarify the aims of education, the nature of knowledge, the role of teachers, and purposes of the curriculum	Familiarize with the objectives.	Continuous monitoring	Team Building Activity
		Review of roles and responsibilities of teachers.	Mentoring	Reward and recognition

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		<p>Conduct seminars and trainings.</p> <p>Coaching Activity</p> <p>Prepare action plan for trainings</p> <p>Establish rapport.</p> <p>Curriculum mapping</p> <p>Leadership Development Programs</p>		<p>Giving positive feedback</p> <p>Draw suggestions</p> <p>Mentoring</p>
<b>COLLABORATIVE</b>	Provide systematic assessment	Establish rapport.	Modelling	Regular feedback

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<p><i>Collaborative teaching</i> environments provide opportunities for teachers to learn from and with each other on an ongoing basis.</p>	<p>and constructive feedback to teachers about their personal and professional strengths and needs</p>	<p>Counselling</p> <p>Conduct seminars and trainings</p> <p>Sharing of thoughts and experiences</p> <p>Showcase of talents</p> <p>Internet surfing</p> <p>Self - Reflection</p>	<p>Observation</p>	<p>Reward achievement</p> <p>Peer tutoring</p> <p>Involve teachers as part of the training team like serving as facilitator or resource speaker.</p> <p>Focus Group Discussion</p> <p>Journaling</p>
	<p>Encourage teachers and other school personnel to collaborate in</p>	<p>Peer Coaching</p> <p>Group Sharing</p>	<p>Call – A – Friend</p>	<p>Bridging</p> <p>Conferences</p>

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	the improvement of instructional practices in schools.	Buddy Helper  Conduct seminars and trainings	Sharing system  Viewing educational videos  Coaching  Online Teaching	Acknowledge accomplishments  Giving feedback
	Uphold responsibility and willingness to accept decisions wholeheartedly	Attend seminars and trainings	Modelling	Assessment and evaluation
<b>INSTRUCTIONAL</b>  Direct <i>instruction</i> is a teacher-directed <i>teaching</i> method.	Conduct seminars, workshops and other services training programs	Serve as resource speakers.  Sharing of thoughts	Application of learnings	Evaluate outputs  Mentoring

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		Coaching		
	Initiate action research designed to improve instruction and academic performance	Conduct seminars and trainings in Action Research	Self – reflection  Internet surfing	Interview  Observation  FGD  Case Study  Intervention Program
	Provide professional, technical and instructional assistance to teachers	Training on Computer Literacy  Constant practice  Peer teaching	Modelling in the application of strategies in teaching	Evaluation of outputs  Giving constructive criticism  Reward

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				Recognition
<p><b>CLINICAL</b></p> <p>Clinical Supervision is a formal, systematic and continuous process of professional support and learning, for practicing nurses, in which nurses are assisted in developing their practice through regular discussion with experienced colleagues and aims to promote autonomous decision-making</p>	<p>Require comprehensive understanding and use of pedagogy that accomplishes instructional goals for better learning outcomes.</p>	<p>Expose teachers to advanced teaching and learning pedagogies</p> <p>Enhance mentor-mentee relationship</p> <p>Localize instruction</p>	<p>Modelling in the application of strategies in teaching</p> <p>Guided teaching and learning</p>	<p>Evaluation of outputs</p> <p>Giving constructive criticism</p>
	<p>Provide developmental instructional models which address the dimensions of teaching and learning and appropriately modifies feedback processes</p>	<p>Provide Training program for teachers</p> <p>Attendance to various trainings and seminars related to clinical supervision</p>	<p>Modeling of skills and competencies</p>	<p>Reinforcement of performance</p> <p>Presentation of comments and observations constructively</p>

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		<p>Enhance the feedback and communication mechanism</p> <p>Ensure scaffolding of academic support among teachers</p>		
	<p>Encourage meaningful decisions of student learning progress and appropriate teaching strategies for diverse learners</p>	<p>Encourage creativity among teachers' learning plan and selection of teaching strategies</p> <p>Assist to how teachers assess students' learning better</p>	<p>Self-reflection</p>	<p>Acknowledge accomplishments</p> <p>Giving feedback</p>

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## Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The master teachers have clear understanding of instructional supervisory practices that enhance teachers' overall and holistic performance.
2. Instructional supervisory greatly improve master teachers' performance in supervisory, collaborative, instructional, and clinical approaches.
3. Differences in the assessment of the school heads and master teachers have no significant bearing.
4. Observers' standards in the conduct of instructional supervision and work overload for both master teachers and teachers are the highly identified obstacles to effective instructional supervision.
5. The proposed instructional supervisory matrix may be relevant resources for enhancement of teachers' performance.

## Recommendations

In the light of the findings and conclusions from this study, the following recommendations were endorsed.

1. The proposed instructional supervisory matrix may be reviewed, refined and later be used to improve teachers' performance.

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2. Obstacles identified relative to effective instructional supervision need to be studied and addressed appropriately.

3. A similar study using other variables may be conducted in other area/division outside the Batangas province division.



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