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**EXTENT OF INSTRUCTIONAL SUPERVISION IMPLEMENTATION IN RELATION  
TO TEACHERS' JOB PERFORMANCE**

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**Abstract**

*Instructional supervision provides guidance, support and empowerment of teachers for their professional development in the teaching-learning process. It provides teachers the support, knowledge and skills that enable them to succeed. This paper examined the extent of school heads' implementation of the Results-based Performance Management System (RPMS) as performance management mechanism in the Department of Education (DepEd). It focused on the 61 school heads and 271 teaching personnel of Bayawan City Division, Negros Oriental, Region VII, Central Visayas, Philippines for SY 2018-2019. The survey was descriptive and correlational in nature. It utilized the percentage, mean, weighted mean, and Spearman Rank Correlation Coefficient. The study revealed that three-fourths of the teachers were considered experienced. Most of them earned master's degree units and at the time of the survey were classified as Teacher I in their position held. The study also found out that the extent of implementation of instructional supervision as perceived by the Experienced Teachers was "very high" in terms of the following aspects: (a) concept and purpose of instructional supervision = ( $w\bar{x}=4.55$ ); (b) planning and preparations for instructional supervision = ( $w\bar{x}=4.38$ ); (c) organization and implementation of instructional supervision = ( $w\bar{x}=4.58$ ); (d) dialogue and discussion in post-instructional supervision = ( $w\bar{x}=4.50$ ); and (e) satisfaction with and evaluation of instructional supervision = ( $w\bar{x}=4.23$ ). Likewise, the extent of implementation of instructional supervision as perceived by the Novice Teachers was also "very high" based on how they rated their instructional supervisors in the following aspects: (a) concept and purpose of instructional supervision = ( $w\bar{x}=4.35$ ); (b) organization and implementation of instructional supervision = ( $w\bar{x}=4.29$ ); and (c) dialogue and discussion in post-instructional supervision = ( $w\bar{x}=4.21$ ). In addition, a moderate relationship was found to exist between the teachers' job performance evaluation and the extent*

*of implementation of instructional supervision in the following aspects: (a) concept and purpose of instructional supervision  $rs=0.311$ ; (b) planning and preparations for instructional supervision  $rs=0.309$ ; and (c) satisfaction with and evaluation of instructional supervision  $rs=0.322$ . In conclusion, the positive correlation means that the perceived extent of implementation of instructional supervision on the abovementioned variables is directly proportional with job performance evaluation.*

**Keywords:** *Extent of Implementation, Instructional Supervision, Job Performance Evaluation, Department of Education, Bayawan City Division*

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### **Introduction**

The teachers' instructional effectiveness is considered a key to achieve optimum gains in the teaching - learning process. In order to ensure this, teachers' efficiency in the educational environment must be sustained as this is an important aspect that promotes students' achievement and professional development. In support to this, supervision of teachers must be constant as this has been one of the most important functions of our educational system. As cited in Tyagi (2010), instructional supervision provides guidance, support and empowerment of teachers for their professional development in the teaching-learning process. Supervision provides teachers the support, knowledge and skills that enable them to succeed. Moreover, the quality of instructional supervision develops among teachers good perceptions and positive attitudes towards the practice (Choy, 2011). Hoffman and Tesfaw (2012) added that teachers were convinced on the need of instructional supervisory engagements. Teachers welcome supervision if it is done in the right spirit with the aim of improving the learning process. It is also regarded that the quality of supervision practice is a key factor in determining school success (Hamzah, 2013).

Kuizon and Reyes (2014) further noted that quality education depends on the extent of implementation of instructional supervision especially in the public elementary and secondary schools as part of the duties and functions of instructional supervisors. In addition, Limon (2015) mentioned that instructional supervisors perform varied roles for the improvement and development of curriculum instruction. Instructional supervisors, both the internal and external to the school, are tasked to do supervisory works and carry out supervisory functions to help teachers improve learning conditions. As a result, there were improvements in the quality of instruction and academic

performance in learning institutions. In this connection, Babalola and Hafsatu (2016) emphasized that the improvement of students' academic achievement is the measure of effective supervision.

In line with the abovementioned, this study was designed to examine the Extent of Implementation of Instructional Supervision as perceived by the Novice and Experienced Teachers of the Public Elementary Schools of Bayawan City Division. It also tried to relate teachers' perceptions and job performance evaluation.

### **Research Methodology Design**

This section included the research design, research environment, research respondents, research instrument, data-gathering procedure and statistical treatment of data.

**Research design.** The study used the descriptive and correlational method of research in the sense that the extent implementation of instructional supervision was surveyed and the results were related to teachers' job performance.

**Research environment.** The locale of the study is the public elementary schools of Bayawan City Division. Generally, the public elementary schools of Bayawan City Division are assigned with elementary school principals, head teachers, and teachers-in-charge who served as both school administrators and school-based supervisors. In addition, the division is administered and headed by a Schools Division Superintendent with the assistance of the Assistant Schools Division Superintendent, Curriculum Implementation Division Chief Supervisor, Division Education Program Supervisors, and Public Schools District Supervisors who used to constantly monitor the public elementary and secondary schools especially in the area of curriculum implementation and curricular instruction.

**Research respondents.** The respondents of the study were the 70 novice teachers and 230 experienced teachers of the 30 public elementary schools of Bayawan City Division.

**Research instrument.** The researcher used a researcher-made questionnaire which was organized into three parts. Part one contained the profile of the teachers both the novice and experienced. Part two sought the data on the extent of implementation of instructional supervision. Part three was designed to seek data on the connection between the perceived extent of implementation of instructional supervision and performance job evaluation. The researcher-made questionnaire was constructed after a careful and thorough reading of books, articles, journals and electronic sources related to the study. The modifications of the survey instrument were based on the review of related literature and the specific context of the study.

To ensure content validity, the researcher presented the questionnaire to experts to make sure that the intentions of the study were covered. The dry-run of the questionnaire was also made to ensure item reliability. All areas have Cronbach's alpha reliability coefficients which are greater than 0.70.

For the teaching job performance of the novice and experienced teachers, the actual result of the Department of Education's Results-based Performance Management System (RPMS) - Individual Performance Commitment and Review Form (IPCRF) Key Result Areas (KRA's) were utilized. The survey was administered to the 70 novice teachers and 230 experienced teachers of the 30 public elementary schools.

**Research procedure.** A written letter was sent to the Schools Division Superintendent of Bayawan City requesting permission to allow the researcher to conduct the study on the different public elementary schools. Upon the approval of the request, copies of the approved letter have been given to the teachers-in-charge, head teachers and school principals of the participating schools to allow the researcher to float the questionnaire to the identified novice and experienced teachers and to have access on their official records. The research instruments were retrieved as soon as the respondents have answered all the required information.

### Statistical Treatment of the Data

The tools used in analysing and interpreting the data were the following:

**Percentage.** This was used to show how a part is related to a whole. This was used in presenting the profile of teachers.

**Weighted Mean.** This was used to get the extent of implementation of instructional supervision. The responses were on a 5-point scale (ordinal scale), hence, weighted mean was used.

**Mean.** This was used in getting the job performance of novice and experienced teachers.

**Spearman Rank Correlation.** This was used to determine the relationship between two variables (a. extent of implementation of instructional supervision and teaching job performance and b. the teachers' profile and teaching job performance).

This statistical tool was applicable since one of the variables is in ordinal scale.

To describe the strength of relationship, the researcher used the following scale (Statistical Correlation, 2009):

Legend:	Value of r	Strength of Relationship
Between	$\pm 0.50$ to $\pm 1.00$	- strong relationship

Between	$\pm 0.30$ to	$\pm 0.49$	-	moderate relationship
Between	$\pm 0.10$ to	$\pm 0.29$	-	weak relationship
Between	$\pm 0.01$ to	$\pm 0.09$	-	very weak relationship

### Statement of the Problem

The study was designed to examine the extent of implementation of instructional supervision in relation to teachers' job performance.

Specifically, this study aimed to answer the following questions:

1. What is the extent of implementation of instructional supervision as perceived by the teachers on the following aspects:
  - 2.1 concept and purpose of instructional supervision;
  - 2.2 planning and preparations for instructional supervision;
  - 2.3 organization and implementation of instructional supervision;
  - 2.4 dialogue and discussion in post-instructional supervision; and
  - 2.5 satisfaction with and evaluation of instructional supervision?
3. What is the job performance of the teachers when they are grouped according to the following:
  - 3.1 novice teachers; and
  - 3.2 experienced teachers?
4. Is there a difference in the extent of implementation of instructional supervision as perceived by the teachers when they are grouped according to their profile items in terms of the following:
  - 4.1 length of teaching experience;
  - 4.2 highest educational attainment; and
  - 4.3 teaching position held?
5. Is there a relationship between the extent of implementation of instructional supervision and teachers' job performance?

### Results and Discussion

The study was designed to examine the extent of implementation of instructional supervision in relation to teachers' job performance.

Table 1

*Extent of Implementation of Instructional Supervision in Terms of Concept and Purpose of Instructional Supervision*

INDICATORS	Experienced Teachers			Novice Teachers		
	$\bar{W}$	VD	EQUIVALENT	$\bar{W}$	VD	EQUIVALENT
A. CONCEPT OF INSTRUCTIONAL SUPERVISION <i>INSTRUCTIONAL SUPERVISION IS ...</i>						
1   a model of a collaborative classroom instruction	4.56	SA	Very High	4.29	SA	Very High

2	a tool to promote shared instructional decisions	4.51	SA	Very High	4.30	SA	Very High
3	a means to define the roles of teachers in teaching instruction	4.58	SA	Very High	4.34	SA	Very High
4	a mechanism to provide instructional directions	4.56	SA	Very High	4.39	SA	Very High
5	an avenue for situational approach of instructional supervision	4.55	SA	Very High	4.34	SA	Very High
	Composite	4.55	SA	Very High	4.33	SA	Very High
<b>B. PURPOSE OF INSTRUCTIONAL SUPERVISION</b>							
<b><i>INSTRUCTIONAL SUPERVISION ...</i></b>							
1	promotes cooperative work among instructional leaders and classroom teachers	4.60	SA	Very High	4.41	SA	Very High
2	improves instructional practices, student achievement and classroom management	4.58	SA	Very High	4.43	SA	Very High
3	considers the specific needs and developmental stages of individual teachers	4.54	SA	Very High	4.36	SA	Very High
4	focuses on teacher's knowledge, skills and ability towards curriculum improvement and staff development	4.51	SA	Very High	4.31	SA	Very High
5	analyses and makes judgments about teacher's instructional efficiency and effectiveness	4.44	SA	Very High	4.34	SA	Very High
	Composite	4.54	SA	Very High	4.37	SA	Very High
	Overall	4.55	SA	Very High	4.35	SA	Very High

**Legend: Scale Verbal Description Equivalent (Extent of Implementation)**

4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

Table 1 shows that there is a “very high” extent of implementation of instructional supervision as perceived by both of the Novice and Experienced Teachers in the aspect of concept and purpose of instructional supervision. This implies that both categories of teachers demonstrate greater understanding and display higher awareness on the significance of the conduct of instructional supervision as a tool for teacher’s growth.

Instructional supervision is very important to the development of education and it is fitting to establish how it is perceived by teachers in schools. Unless teachers perceive supervision as a process of improving learning conditions and promoting professional growth, the supervisory exercise will not achieve its

desired purpose. Researchers also attached numerous purposes to instructional supervision: improving classroom instruction, providing specific direction, fostering curriculum innovations, improving performance evaluation, encouraging human relations and supporting collaboration (Payne, 2010; Awuah, 2011; Wanzare, 2012).

The result shown in the table is in conjunction to the study of Kuizon and Reyes (2014) that collaborative approach to supervision is mostly favoured by instructional supervisors. Moreover, the findings in the study of Hoffman and Tesfaw (2012) show that both beginner and experienced teachers were convinced of the need for instructional supervision, and believe that every teacher can benefit from instructional supervision. Teachers also welcome supervision if it is done in the right spirit and with the aim of improving the learning process and promoting teacher growth. Finally, Tshabalala (2013) found out that teachers generally perceive classroom instructional supervision in a positive way. They are aware of what it is and appreciated its purpose.

Table 2

*Extent of Implementation of Instructional Supervision in Terms of Planning and Preparations for Instructional Supervision*

INDICATORS		$\bar{wX}$	VD	EQUIVALENT	$\bar{wX}$	VD	EQUIVALENT
A. ADVANCE NOTIFICATIONS AND PLANNING LESSONS WITH SUPERVISORS							
<b>INSTRUCTIONAL SUPERVISOR ...</b>		Experienced Teachers			Novice Teachers		
<b>1</b>	keeps teachers aware of the conduct of instructional supervision	4.53	SA	Very High	4.29	SA	Very High
<b>2</b>	notifies teachers of classroom visitations and lesson observations	4.46	SA	Very High	4.21	SA	Very High
<b>3</b>	sets up specific sessions with the teachers to discuss curriculum implementation	4.44	SA	Very High	4.21	SA	Very High
<b>4</b>	provides teachers with adequate information to become familiar with supervision of instruction	4.47	SA	Very High		SA	Very High

						4.31		
5	involves teachers in the planning and preparation of the delivery of classroom lessons	4.50	SA	Very High		4.33	SA	Very High
	Composite	4.48	SA	Very High		4.27	SA	Very High
<b>B. INFORMAL VISITATIONS AND CLASSROOM OBSERVATIONS</b>								
<b><i>INSTRUCTIONAL SUPERVISOR ...</i></b>								
1	informally visits teachers in their respective classes during teaching instruction	4.29	SA	Very High				
						3.93	A	High
2	monitors teachers outside the classroom during real-world lesson application	4.21	SA	Very High				
						3.93	A	High
3	supervise teachers on a regular basis inside the classroom during curriculum implementation	4.31	SA	Very High				
						3.94	A	High
4	enters the classroom as unobtrusively as possible in the conduct of lesson observations	4.22	SA	Very High				
						3.91	A	High
5	capitalize the expertise of teachers to share supervisory knowledge, skills and information	4.32	SA	Very High				
						4.09	A	High
	Composite	4.27	SA	Very High		3.96	A	High
	Overall	4.38	SA	Very High		4.12	A	High

**Legend:      Scale      Verbal Description      Equivalent (Extent of Implementation)**

4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

Table 2 signifies that there is a higher extent of implementation of instructional supervision as perceived by the Experienced Teachers compared to the Novice Teachers in the aspect of planning and preparations for instructional supervision. It is recommended to have actual planning and preparation of the lessons with supervisor. Furthermore, supervisors should mutually decide with their teachers on what and how to observe before proceeding to the classroom to observe a lesson.



In affirmation to advance notifications and planning lessons with supervisors, arrangements should be made in advance for the formal classroom observation. Most teachers prefer the supervisor to notify them of the visit so that they can prepare their lessons. Pansiri's (2008) study indicated that their supervisors planned class visits with them rather than the principal determined when visits would be conducted without consulting with teachers. Hence, careful planning by the supervisor should precede a classroom visit. Awuah (2011) also revealed that teachers want to be involved in pre-observation planning. However, Experienced Teachers' higher perceived extent of implementation of this aspect of instructional supervision than the Novice Teachers can be attributed to the number of years in service. As cited in Mariñas (2013), though adequately trained, the New Teachers may be a greater risk for failure than the Experienced Teachers for not having yet acquired skills necessary like classroom management and instructional skills that can only be acquired through experience. This is supported by the study of Faltado and Faltado (2014) which stated that there is a significant difference in the needs of Novice Teachers when grouped by work experience. In line with this, Kadtong and Usop (2013) added that New Teachers need support and development to improve their knowledge, practices and skills.

Table 3

*Extent of Implementation of Instructional Supervision in Terms of Organization and Implementation of Instructional Supervision*

INDICATORS		EXPERIENCED TEACHERS			NOVICE TEACHERS		
		$\bar{W}_X$	VD	EQUIVALENT	$\bar{W}_X$	VD	EQUIVALENT
A. LESSON PLAN REVIEW		Experienced Teachers			Novice Teachers		
<b>INSTRUCTIONAL SUPERVISOR EXAMINES TEACHER'S...</b>							
1	formulation of behavioral learning objectives	4.52	SA	Very High	4.34	SA	Very High
2	organization of RBEC/K-to-12 learning content	4.51	SA	Very High	4.30	SA	Very High
3	utilization of innovative teaching strategies	4.51	SA	Very High	4.30	SA	Very High
4	consumption of updated teaching references	4.48	SA	Very High	4.26	SA	Very High
5	use of appropriate instructional devices	4.58	SA	Very High	4.33	SA	Very High
6	preparation of meaningful learning experiences	4.52	SA	Very High	4.33	SA	Very High
7	communication of higher order thinking skills	4.53	SA	Very High	4.21	SA	Very High
8	construction of objective-oriented assessment	4.49	SA	Very High	4.26	SA	Very High
9	application of learnt concept to real-life setting	4.55	SA	Very High	4.21	SA	Very High
10	provision of skills-based enrichment	4.56	SA	Very High	4.31	SA	Very High

	Composite	4.52	SA	Very High	4.28	SA	Very High
<b>b. Actual Classroom Observation</b>							
<i>Instructional supervisor examines teacher's..</i>							
<b>1</b>	preparation of functional lesson plans or appropriate daily logs	4.67	SA	Very High	4.36	SA	Very High
<b>2</b>	implementation of RBEC/K-to-12 based curricular instruction or classroom lessons	4.65	SA	Very High		SA	Very High
<b>3</b>	organization of classroom practices or teaching procedures	4.64	SA	Very High	4.24 4.30	SA	Very High
<b>4</b>	establishment of classroom discipline and routine management	4.63	SA	Very High		SA	Very High
<b>5</b>	accomplishment of school forms, teaching records, and learners' reports	4.62	SA	Very High	4.27 4.33	SA	Very High
	Composite	4.64	SA	Very High	4.30	SA	Very High
	Overall	4.58	SA	Very High	4.29	SA	Very High

**Legend: Scale Verbal Description Equivalent (Extent of Implementation)**

4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

Table 3 reveals that in the aspect of organization and implementation of instructional supervision, both of the categories of teachers perceived “very high” extent of implementation for lesson plan review and actual classroom observation.

Lesson observation is one major function of supervisors. Furthermore, lesson observation has been seen as a major tool supervisors use to assess the content knowledge of teachers and their competency in instructional strategies and practices, so as to provide the necessary assistance to improve instruction. Babalola and Hafsatu (2016) noted that administrators should ensure that teachers prepare lesson notes.

In the conduct of classroom observation, Afolabi and Loto (2008) identified, among others, the following areas: the nature of lesson plan, lesson presentation and reference materials. Foremost, the lesson plan is a reflection of the level of preparedness as well as the effort the teacher made in gathering information for

the lesson. Thus, the school head must critically examine the following items of the lesson plan: the clarity and appropriateness of the learner behavioural objectives, the relevance and adequacy of the lesson notes, selection of appropriate teaching aids, and selection of appropriate evaluation techniques to determine the extent of realizing the objective effectively as cited from Edo Journal of Counselling Vol. 2, No. 2, 2009. In addition, Payne (2010) said that classroom observation is an opportunity to gain insight from colleagues and administrators through purposeful observation. In affirmation, the study of Pescuela (2015) revealed that in terms of managing the entire instructional program especially in the aspects of supervising the instruction and coordinating the curriculum, teachers have “very high” perceived extent of implementation on the functions performed by school administrators.

Table 4

*Extent of Implementation of Instructional Supervision  
in Terms of Dialogue and Discussion in Post-Instructional Supervision*

INDICATORS	$\bar{WX}$	VD EQUIVALENT			$\bar{WX}$	VD EQUIVALENT		
		EXPERIENCED TEACHERS			NOVICE TEACHERS			
A. IMMEDIACY OF FEEDBACK ON CLASSROOM OBSERVATION								
<i>INSTRUCTIONAL SUPERVISOR ...</i>								
1	conducts supervisory conferences right after observing teachers	4.57	SA	Very High	4.24	SA	Very High	
2	provides immediate feedback after the teaching-learning process	4.57	SA	Very High	4.24	SA	Very High	
3	spends enough time to discuss teacher's strengths and capabilities	4.49	SA	Very High	4.13	A	High	
4	gives sufficient time to discuss teacher's weaknesses and difficulties	4.49	SA	Very High	4.17	A	High	
5	allots time to share supervisory experiences through constructive dialogue, mutual trust and shared expertise	4.49	SA	Very High	4.19	A	High	
	Composite	4.52	SA	Very High	4.19	A	High	
B. ADEQUACY OF FEEDBACK ON INSTRUCTIONAL SUPERVISION								
<i>INSTRUCTIONAL SUPERVISOR ...</i>								
1	provides data-based feedback and responses	4.45	SA	Very High	4.17	A	High	
2	gives appreciation and positive comments	4.53	SA	Very High	4.26	SA	Very High	

3	discusses teacher's weaknesses and difficulties	4.46	SA	Very High	4.24	SA	Very High
4	promotes two-way communication process	4.48	SA	Very High	4.24	SA	Very High
5	supports curriculum and staff development	4.49	SA	Very High	4.23	SA	Very High
	Composite	4.48	SA	Very High	4.23	SA	Very High
	Overall	4.50	SA	Very High	4.21	SA	Very High

  

Legend:	Scale	Verbal Description	Equivalent (Extent of Implementation)
	4.21 – 5.00	Strongly Agree	Very High
	3.41 – 4.20	Agree	High
	2.61 – 3.40	Moderately Agree	Moderate
	1.81 – 2.60	Disagree	Low
	1.00 – 1.80	Strongly Disagree	Very Low

Table 4 presents that in the aspect of dialogue and discussion in post-instructional supervision, there is a “very high” extent of implementation as perceived by both of the Novice and Experienced Teachers in the areas of immediacy of feedback on classroom observation and adequacy of feedback on instructional supervision.

Proponents of instructional supervision consider post-conference in which feedback is given in supervision as an instructional dialogue. The idea of providing feedback after supervision is pretty significant as it solely involves both parties sharing what was observed and experienced during supervision. According to Hunsaker and Johanna (2009), improving employees’ performance depends on balanced and considerate feedback. Feedback is regarded as a performance motivator as it involves provision of information on progress towards accomplishing a goal, or data indicating where the shortfall occurs. Hattie (2009) contends that providing constructive feedback to teachers based on the meaningful appraisal of their work has consistently been shown to produce significant improvements on teaching and learning on classrooms.

The results on the immediacy of feedback of classroom observation is in conjunction with the findings of Tshabalala (2013) that teachers preferred immediate post supervision. On the other hand, on the adequacy of feedback on instructional supervision, the results was supported by Amina (2015) who said that there was also feedback in the form of reports and queries to teachers on their performances as well as organized personal meetings with teachers to discuss their shortcomings on lesson notes preparation, class attendance and report to school. Therefore, as an instructional source, supervisors provide, not

only a diagnosis of teaching, but also feedback that enables teacher's professional growth and development. Mariñas (2013) said that principals need to establish positive work climate. This phase has a significant bearing on the success of supervision and requires qualities like intimacy, honesty, tactfulness, considerateness alongside mutual understanding from both parties. Exchange of ideas leads to teachers' improvement when issues discussed are educational and beneficial most especially pertaining to classroom practice or management (Torres, 2015).

Table 5  
*Extent of Implementation of Instructional Supervision in Terms of Satisfaction with and Evaluation of Instructional Supervision (Part A)*

INDICATORS	— WX			— WX		
	VD	EQUIVALENT	VD	EQUIVALENT	VD	EQUIVALENT
	Experienced Teachers			Novice Teachers		
SATISFACTION WITH INSTRUCTIONAL SUPERVISION						
<b>AS A SUPERVISEE, I AM SATISFIED WITH THE FOLLOWING:</b>						
<b>A. INSTRUCTIONAL SUPERVISORY PRACTICES BASED ON THE ...</b>						
1	overall quality of instructional supervision	4.40	SA	Very High		
					4.14	A High
2	general organization of instructional supervision	4.36	SA	Very High		
					4.16	A High
3	administrative support to instructional supervision	4.36	SA	Very High		
					4.09	A High
4	objective evaluation of instructional supervision	4.37	SA	Very High		
					4.16	A High
5	cooperative action in instructional supervision	4.34	SA	Very High		
					4.03	A High
	Composite	4.37	SA	Very High	4.11	A High
<b>B. INSTRUCTIONAL SUPERVISOR'S ...</b>						
1	planning skills on observing, monitoring and evaluating the instructional process	4.37	SA	Very High		
					4.04	A High
2	analytical skills to explain the relationship that exist between teaching and learning	4.36	SA	Very High		
					4.00	A High
3	social competence in building collaborative and empowering relationships	4.34	SA	Very High		
						High

					4.10	A	
4	communicative competence on holding one-on-one conferences with teachers	4.33	SA	Very High	4.03	A	High
5	creative and innovative skills in dealing with complex classroom practices	4.34	SA	Very High	4.01	A	High
	Composite	4.35	SA	Very High	4.04	A	High

Table 5 discloses a higher extent of implementation as perceived by the Experienced Teachers compared to the Novice Teachers on satisfaction with instructional supervisory practices and instructional supervisor's skills. The satisfaction of teachers depends largely on the availability of supervisory choices based on teachers' needs (Zepeda, 2007). Peplinski (2009) noted about the differentiated supervision based mainly on a teacher's years of experience and his or her need of such strategies. In line with this, a research conducted revealed that beginning teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration, and that support them with support, advise and help (Choy, Chong, Wong & Wong, 2011).

Table 6

*Extent of Implementation of Instructional Supervision in Terms of Satisfaction with and Evaluation of Instructional Supervision (Part B)*

INDICATORS	— WX			VD EQUIVALENT			— WX			VD EQUIVALENT		
	Experienced Teachers						Novice Teachers					
<b>I. EVALUATION OF INSTRUCTIONAL SUPERVISION</b>												
<b>A. BASED ON MY OBSERVATION, THE INSTRUCTIONAL SUPERVISOR ACCOMPLISHES THE APPRAISAL FORMS THROUGH:</b>												
1	conducting lesson plan reviews	4.46	SA	Very High	4.17	A	High					
2	performing classroom observations	4.46	SA	Very High	4.16	A	High					
3	examining classroom discipline or management	4.47	SA	Very High	4.10	A	High					
4	checking the routine management	4.47	SA	Very High	4.10	A	High					
5	monitoring the record management	4.48	SA	Very High	4.14	A	High					
	Composite	4.47	SA	Very High	4.13	A	High					
<b>B. BASED ON MY OBSERVATION, THE INSTRUCTIONAL SUPERVISOR PREPARES THE SUPERVISORY REPORTS THROUGH:</b>												
1	accomplishing the form 178 upon the observation of the teaching-learning process	4.57	SA	Very High	4.26	SA	Very High					
2	monitoring the class targets or accomplishments	4.52	SA	Very High	4.22	SA	Very High					

3	reviewing IPCRF as part of performance monitoring and tracking	4.50	SA	Very High	4.22	SA	Very High
4	keeping the appraisal forms for record management and future reference	4.48	SA	Very High	4.23	SA	Very High
5	assessing the realization of government's instructional policies and practices	4.50	SA	Very High	4.17	A	High
	Composite	4.51	SA	Very High	4.22	SA	Very High
	Overall	4.23	SA	Very High	4.13	A	High

Table 6 signifies that Experienced Teachers have higher perceived extent of implementation of instructional supervision compared to Novice Teachers on the accomplishment of appraisal forms. Education requires supervision of classroom instruction to evaluate teacher's effectiveness. This generally involves an administrator observing and evaluating lessons in a classroom, documenting the teacher's performance, and sharing suggestions for improvement (Zepeda, 2007; Farley, 2010; Shohet, 2011; Weld, 2012). Hoffman and Tesfaw (2012) noted that supervisory choices should be available to beginner teachers. Supervisors should employ various supervisory options by selecting and coordinating these tools focusing on the individual teacher's needs and problems and the issues of teaching learning that can enhance teachers' professional development and improve their instructional efficiency (Hussen, 2015).

Table 7

*Summary Table on Extent of Implementation of Instructional Supervision*

VARIABLES	— WX			— WX			
	VD	EQUIVALENT	VD	EQUIVALENT	VD	EQUIVALENT	
	Experienced Teachers			Novice Teachers			
A	Concept and Purpose of Instructional Supervision	4.55	SA	Very High	4.35	SA	Very High
B	Planning and Preparations for Instruction Supervision	4.38	SA	Very High	4.12	A	High
C	Organization and Implementation of Instructional Supervision	4.58	SA	Very High	4.29	SA	Very High
D	Dialogue and Discussion in Post-Instructional Supervision	4.50	SA	Very High	4.21	SA	Very High
E	Satisfaction with and evaluation of instructional supervision	4.23	SA	Very High	4.13	A	High
	Overall	4.45	SA	Very High	4.22	SA	Very High

Table 7 indicates that both of the Experienced and Novice Teachers have "very high" level of agreement on the extent of implementation of instructional

supervision on the following aspects: concept and purpose of instructional supervision, organization and implementation of instructional supervision, and dialogue and discussion in post-instructional supervision. However, differences are noted in the planning and preparations for instruction supervision as well as satisfaction with and evaluation of instructional supervision. This can be attributed to teachers' confidence level to share knowledge, skills and expertise in the planning, implementation, and evaluation of the delivery of the subject matter as part of the instructional process. Powers (2012) indicates that new teachers felt only somewhat prepared or not well-prepared in the area of lesson planning, instructional strategies and classroom management. A number of studies also included that the beginning years of teaching experience are crucial to the development of novice teachers. In line with this, the study of Choy (2013) found out that teacher's pedagogical knowledge and skills continue to develop and increase significantly in the first three years. Hence, beginning teachers in their novice years of teaching would like to receive more training which could be used to better meet their professional developmental need (Rees, 2015).

Table 8

*Job Performance of the Novice and Experienced Public Elementary School Teachers*

RATING	Experienced Teachers		Novice Teachers	
	F	%	F	%
<b>4.500 - 5.000 (OUTSTANDING)</b>	124	53.91	4	5.71
<b>3.500 - 4.499 (VERY SATISFACTORY)</b>	103	44.78	66	94.29
<b>2.500 - 3.499 (SATISFACTORY)</b>	3	1.31		
<b>TOTAL</b>	230	100.00	70	100.00
<b>OVERALL RATING</b>	4.470 (Very Satisfactory)		4.110 (Very Satisfactory)	



Table 8 presents the job performance of the Novice and Experienced Public Elementary School Teachers. It reveals that 53.91% of the Experienced Teachers have a performance of 4.500 and above compared to only 5.71% of the Novice Teachers with outstanding rating. Moreover, 44.78% of the Experienced Teachers have ratings of 3.500--4.499 while 94.29% of the Novice Teachers have very satisfactory rating. The data also reveal that both categories of teachers are at Very Satisfactory Level with 4.470 for Experienced and 4.11 for Novice Teachers. This means that the teachers have displayed effectiveness, efficiency and timeliness in doing their teaching duties most especially relating to the different Key Result Areas: Teaching and Learning Process, Pupils Outcomes, Community Involvement and Professional Growth and Development. Moreover, the finding is supported by Secora (2014), Pescuela (2015) and Torres (2015) which all revealed that almost all of the teachers have a "very satisfactory" rating as shown in their performance evaluation system. Teacher performance varies at all levels of experience. Teachers' effectiveness is associated with experience and most steep on teachers' initial years but continues to be significant as teachers reach the second, and often third, decades of their careers (Kini & Podolsky, 2016).

Table 9

*Difference in the Extent of Implementation of Instructional Supervision as Perceived by the Teachers when They are Grouped According to Their Profile*

VARIABLES	LENGTH OF TEACHING EXPERIENCE		TEACHING POSITION HELD		HIGHEST ATTAINMENT	EDUCATIONAL
	Novice (1-2 yrs)	Experienced (3yrs. & above)	Teacher I	Teacher II /III/MT	Baccalaureate Degree	With MA units/ Degree/ with EdD units/ Degree
<b>A. CONCEPT AND PURPOSE OF INSTRUCTIONAL SUPERVISION</b>	4.35 (Very High)	4.54 (Very High)	4.51 (Very High)	4.48 (Very High)	4.34 (Very High)	4.58 (Very High)
<b>B. PLANNING AND PREPARATIONS FOR INSTRUCTION SUPERVISION</b>	<b>4.12 (High)</b>	<b>4.38 (Very High)</b>	4.30 (Very High)	4.34 (Very High)	4.21 (Very High)	4.37 (Very High)
<b>C. ORGANIZATION AND IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION</b>	4.29 (Very High)	4.56 (Very High)	4.48 (Very High)	4.52 (Very High)	4.36 (Very High)	4.57 (Very High)

<b>D. DIALOGUE AND DISCUSSION IN POST-INSTRUCTIONAL SUPERVISION</b>	4.21 (Very High)	4.50 (Very High)	4.22 (Very High)	4.46 (Very High)	4.36 (Very High)	4.47 (Very High)
<b>E. SATISFACTION WITH AND EVALUATION OF INSTRUCTIONAL SUPERVISION</b>	<b>4.13 (High)</b>	<b>4.42 (Very High)</b>	4.32 (Very High)	4.41 (Very High)	<b>4.20 (High)</b>	<b>4.43 (Very High)</b>
<b>OVERALL</b>	4.22	4.48	4.41	4.44	4.29	4.48

Table 9 reflects the difference in the extent of implementation of instructional supervision as perceived by the teachers when they are grouped according to their profile: Length of Teaching Experience, Teaching Position Held, and Highest Educational Attainment.

For the length of teaching experience, the table reveals a “very high” extent of implementation of instructional supervision on most of the aspects as perceived by both Novice and Experienced Teachers except for the planning and preparations for instruction supervision as well as satisfaction with and evaluation of instructional supervision.

The teachers with 1-2 years of working experience still rely on their pre-service teaching experiences, student-teaching engagements and field study courses in college years. Hence, they have limited knowledge, skills or content expertise to be shared with various instructional leaders in the conduct of planning and preparations for instructional supervisory process. In line with this, Faltado and Faltado (2014) suggests that Novice Teachers may be prioritized to attend seminars, trainings or workshops as they are in much need of more knowledge and skills. Experienced Teachers, on the other hand, can attribute their higher level of agreement on the knowledge, skills and expertise that they accumulated in the passage of years. Experienced teachers have richer knowledge to draw from and can contribute insights and ideas to the course of teaching and learning (Kosgei, 2013).

However, there is no difference in the profile of teachers on teaching position held which imply that whatever the teaching position, all teachers assume the same teaching responsibilities, duties and functions. Awuah (2011) noted that teachers are aware of the duties they are expected to perform. In affirmation, the study of Pescuela (2015) and Torres (2015) implied that teachers know their personal responsibilities, rights and functions. They were already responsible to implement the curriculum.

On the other hand, both of the Novice and Experienced Teachers have similar perceived extent of implementation on most of the aspects of instructional supervision when they are grouped according to highest educational attainment except for satisfaction with and evaluation of instructional supervision. This can be attributed to longer years of teaching experience and higher educational attainment as what have also reflected in the planning and preparation for instructional supervision aspect.

Table 10  
*Relationship between the Extent of Implementation of Instructional Supervision and Teachers' Job Performance*

VARIABLES BEING PAIRED WITH TEACHERS' JOB PERFORMANCE	COMPUTED $R_s$	DEGREE OF RELATIONSHIP
A. CONCEPT AND PURPOSE OF INSTRUCTIONAL SUPERVISION	0.311	Moderate
B. PLANNING AND PREPARATIONS FOR INSTRUCTION SUPERVISION	0.309	Moderate
C. ORGANIZATION AND IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION	0.279	Weak
D. DIALOGUE AND DISCUSSION IN POST-INSTRUCTIONAL SUPERVISION	0.273	Weak
E. SATISFACTION WITH AND EVALUATION OF INSTRUCTIONAL SUPERVISION	0.322	Moderate
OVERALL	0.343	Moderate

Legend:	Value of r	Strength of Relationship (Statistical Correlation, 2009)
Between	$\pm 0.50$ to $\pm 1.00$	- strong relationship
Between	$\pm 0.30$ to $\pm 0.49$	- moderate relationship
Between	$\pm 0.10$ to $\pm 0.29$	- weak relationship
Between	$\pm 0.01$ to $\pm 0.09$	- very weak relationship

Table 10 indicates that the extent of implementation of instructional supervision on the following aspects: concept and purpose of instructional supervision, planning and preparations for instructional supervision, and satisfaction with and evaluation of instructional supervision are moderately related to teachers' job performance. This means that the higher the perceived extent of

implementation of instructional supervision on the mentioned variables, the higher also the teachers' rating in the performance job evaluation result. The positive correlation means that the perceived extent of implementation of instructional supervision on the abovementioned variables is directly proportional with job performance evaluation.

The findings of Mariñas (2013) conform to this as she noted that there is a significant relationship between the extent of principals' manifestations of leadership behaviour and extent of teachers' empowerment in terms of human relations and instructional leadership domains. Tshabalala (2013) also found out that teachers generally perceive classroom instructional supervision in a positive way. Moreover, the study of Mahad (2014) revealed that with respect to teachers' attitude, majority of the respondents expressed positive attitude towards supervisory practices; however, experienced teachers had shown higher level of agreement on overall the attitude related items in the survey. In addition, the study confirmed that teachers' attitude toward supervisory practices has a weak, positive and significant correlation with their perceptions of actual supervision, and moderate, positive correlation with their perception of ideal supervisory approaches. Furthermore, school administrators' implementation of instructional leadership in terms of managing the entire instructional program giving focus on supervising and evaluating instruction, coordinating the curriculum, and monitoring school progress is perceived to be "very high" by the teachers, hence, having a significant relationship with their job performance (Pescuela, 2015). Torres (2015) further noted that the administrative and leadership behaviour of elementary school principals and leadership behaviors in the areas of person orientation and system orientation were "very high" in the same manner with that of evaluation of teachers' performances, leadership roles and enhancement of teachers' competence, thus, is significantly related to the performance of teachers.

On the other hand, the rest of the variables like the organization and implementation of instructional supervision as well as the dialogue and discussion in post-instructional supervision have a weak relationship with their job performance evaluation results. This means that those variables are not strong predictors/ determinants of the teachers' job performance.

### **Summary of Findings, Conclusions and Recommendations**

This chapter contains the restatement of the problem, summary of findings, conclusions and recommendations.

### **Restatement of the Problem**

The study was designed to examine the extent of implementation of instructional supervision in relation to teachers' job performance.

Specifically, this study aimed to answer the following questions:

1. What is the profile of the teachers in terms of the following:
  - 1.1 length of teaching experience;
  - 1.2 highest educational attainment; and
  - 1.3 teaching position held?
2. What is the extent of implementation of instructional supervision as perceived by the teachers on the following aspects:
  - 2.1 concept and purpose of instructional supervision;
  - 2.2 planning and preparations for instructional supervision;
  - 2.3 organization and implementation of instructional supervision;
  - 2.4 dialogue and discussion in post-instructional supervision; and
  - 2.5 satisfaction with and evaluation of instructional supervision?
3. What is the job performance of the teachers when they are grouped according to the following:
  - 3.1 novice teachers; and
  - 3.2 experienced teachers?
4. Is there a difference in the extent of implementation of instructional supervision as perceived by the teachers when they are grouped according to their profile?
5. Is there a relationship between the extent of implementation of instructional supervision and teachers' job performance?

### Summary of Findings

In view of the results of the study, the following findings are presented.

#### 1. Profile of the Teachers

The study revealed that out of 300 teachers, 23.33% were novice while 76.67% were considered experienced. It also disclosed that 59.34% of the teachers had acquired certain master's degree units and only 7.33% had finished their master's degrees and pursued doctoral studies. Moreover, 63.67% of them were classified as Teacher I while 36.33% held Teacher II - Master Teacher II positions in the education department.

#### 2. Extent of Implementation of Instructional Supervision:

##### 2.1 Concept and Purpose of Instructional Supervision

The study revealed a "very high" extent of implementation as perceived by the Novice Teachers ( $\bar{w}_x = 4.35$ ) and Experienced Teachers ( $\bar{w}_x = 4.55$ ) in the aspect of concept and purpose of instructional supervision.

##### 2.2 Planning and Preparations for Instructional Supervision

The study unveiled a higher extent of implementation of instructional supervision as perceived by the Experienced Teachers ( $\bar{WX} = 4.38$ ) compared to the Novice Teachers ( $\bar{WX} = 4.12$ ) in the areas of advance notifications and planning lessons with supervisors as well as informal visitations and classroom observations.

### **2.3 Organization and Implementation of Instructional Supervision**

The study indicated that there was a “very high” extent of implementation of instructional supervision as perceived by the Novice Teachers ( $\bar{WX} = 4.29$ ) and Experienced Teachers ( $\bar{WX} = 4.58$ ) in the areas of lesson plan review and actual classroom observation.

### **2.4 Dialogue and Discussion in Post-Instructional Supervision**

The study indicated that there was a “very high” extent of implementation of instructional supervision as perceived by the Novice Teachers ( $\bar{WX} = 4.21$ ) and Experienced Teachers ( $\bar{WX} = 4.50$ ) in the areas of immediacy of feedback on classroom observation and adequacy of feedback on instructional supervision.

### **2.5 Satisfaction with and Evaluation of Instructional Supervision**

The study displayed a higher extent of implementation of instructional supervision as perceived by the Experienced Teachers ( $\bar{WX} = 4.23$ ) compared to the Novice Teachers ( $\bar{WX} = 4.13$ ) in the areas of satisfaction with and evaluation of instructional supervision.

## **3. Job Performance of the Novice and Experienced Teachers**

The overall rating of teachers was at a “very satisfactory” level with 4.470 for Experienced Teachers and 4.110 for the Novice Teachers. However, Experienced Teachers had higher overall performance rating compared to the Novice Teachers.

## **4. Difference in the Extent of Implementation of Instructional Supervision as Perceived by the Teachers and Their Profile**

### **Extent of Implementation of Instructional Supervision and Teachers' Length of Teaching Experience**

The study revealed that there was a “very high” extent of implementation of instructional supervision on all of the aspects as perceived by the teachers when they are grouped according to their length of teaching experience except that Experienced Teachers ( $\bar{WX} = 4.38$ ) had higher perceived extent of implementation compared to the Novice Teachers ( $\bar{WX} = 4.12$ ) in the planning and preparations in the same manner that a

higher result was shown by the Experienced Teachers ( $\bar{WX} = 4.42$ ) than the Novice Teachers ( $\bar{WX} = 4.13$ ) in the satisfaction with and evaluation of instructional supervision.

#### **Extent of Implementation of Instructional Supervision and Teachers' Highest Educational Attainment**

The study indicated that there was a difference between teachers when they are grouped according to their highest educational attainment as those teachers who pursue post-graduate studies ( $\bar{wX} = 4.43$ ) have higher perceived extent of implementation of instructional supervision than those teachers with only bachelor degrees ( $\bar{wX} = 4.20$ ) on the satisfaction with and evaluation of instructional supervision phase.

#### **Extent of Implementation of Instructional Supervision and Teachers' Teaching Position Held**

The study showed that there was no difference between teachers when they are grouped according to their teaching position held.

### **5. Relationship between the Extent of Implementation of Instructional Supervision and Teachers' Job Performance Evaluation**

The study showed that the extent of implementation of instructional supervision on the following aspects: concept and purpose of instructional supervision (0.311), planning and preparations for instructional supervision (0.309), and satisfaction with and evaluation of instructional supervision (0.322) are moderately related to teacher's job performance. This means that those who perceived higher the extent of implementation of instructional supervision on the mentioned variables had higher rating in performance job evaluation result. However, the Spearman Rank Correlation Coefficient Result of 0.343 signifies that the extent of implementation of instructional supervision and teachers' job performance has only a "moderate relationship" or are only moderately related.

### **Conclusions**

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

1. Three-fourths of the teachers were considered experienced. Most of them earned master's degree units and were classified as Teacher I in their position held.
2. The extent of implementation of instructional supervision as perceived by the Experienced Teachers was "very high" in terms of the following aspects: (a) concept and purpose of instructional supervision; (b) planning and preparations for instructional supervision; (c) organization and

implementation of instructional supervision; (d) dialogue and discussion in post-instructional supervision; and (e) satisfaction with and evaluation of instructional supervision. Likewise, the extent of implementation of instructional supervision as perceived by the Novice Teachers was also “very high” based on how they rated their instructional supervisors in the following aspects: (a) concept and purpose of instructional supervision; (b) organization and implementation of instructional supervision; and (c) dialogue and discussion in post-instructional supervision.

3. The teaching job performance of both the Novice and Experienced Public Elementary School Teachers was in a “very satisfactory” level.
4. There was a difference in the perception on the extent of implementation of instructional supervision in the following aspects when teachers are grouped as Novice and Experienced Teachers in favor of the latter: (a) planning and preparations for instructional supervision; and (b) satisfaction with and evaluation of instructional supervision. A difference had also occurred in the extent of implementation of instructional supervision in the aspect of satisfaction with and evaluation of instructional supervision when teachers were grouped as baccalaureate degree holders and with master’s units/degrees or with doctoral units/degrees in favor of the latter.
5. A moderate relationship was found to exist between the extent of implementation of instructional supervision: (a) concept and purpose of instructional supervision; (b) planning and preparations for instructional supervision; and (c) satisfaction with and evaluation of instructional supervision and teachers’ job performance evaluation.

In general, the extent of implementation of instructional supervision as perceived by the Novice and Experienced Teachers is “very high” and has a moderate relationship to teachers’ job performance.

### **Recommendations**

On the bases of the findings and conclusions drawn, the followings are recommended:

1. Teachers are encouraged to finish master’s degrees and even pursue doctoral studies as professional career advancement incorporated with number of years of working experience will afford them greater theoretical and pedagogical knowledge, higher salary rate and higher position in the education department.



2. Since experienced teachers have higher perceived extent of implementation of instructional supervision in the aspects of planning and preparations for instructional supervision as well as satisfaction with and evaluation of instructional supervision due to their longer years of working experience, they must make it a point that novice teachers will be assisted by lending them instructional materials, modules, budget of work and other resources needed in the pre-observation planning process and post-instructional supervision conferences.
3. As novice teachers wanted more time to engage in reflective and collaborative approaches to supervision, there is a need for both the instructional supervisors and experienced teachers to address their professional developmental needs to improve their knowledge, practices and skills.
4. As majority of the experienced teachers pursue post-graduate studies and some of the novice teachers have only master's degree units or still have bachelor degrees, novice teachers may be prioritized to attend seminars, workshops and trainings to increase knowledge, skills and expertise on the instructional process, lesson planning and classroom management among others.
5. Since majority of the items on satisfaction with and evaluation of instructional supervision aspect have higher extent of implementation as perceived by experienced teachers, instructional leaders should provide novice teachers specific instruction and constant monitoring as well as give them initial direction and undivided attention as what Situational Leadership Theory suggests.

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