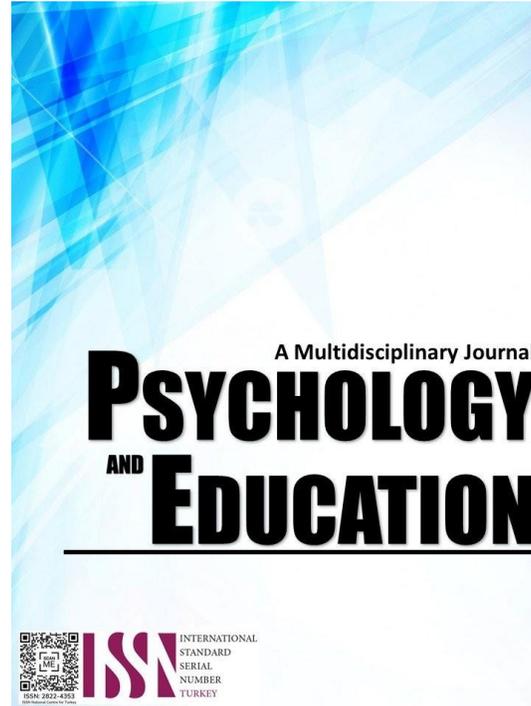


**SUBJECT GROUP HEADS' INSTRUCTIONAL SUPERVISION AND ITS EFFECT
ON THE PERFORMANCE OF THEIR TEACHERS IN CARDONA SENIOR
HIGH SCHOOL: INPUT FOR INSTRUCTIONAL SUPERVISION
ENHANCEMENT PROGRAM**



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Subject Group Heads' Instructional Supervision and its Effect on the Performance of their Teachers in Cardona Senior High School: Input for Instructional Supervision Enhancement Program

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Abstract

The study aimed to assess the subject group heads' instructional supervision and its effect on the performance of their teachers in Cardona Senior High School during the Second Semester of school year 2021 - 2022. The study utilized the descriptive correlational. The study concluded that academic leaders offer a good instructional supervision. They are able to provide technical assistance to teachers especially during the observation but they could improve more in supervising before and after the observation and in giving instructional strategies and interventions (3) Teachers' profile do not affect their assessment on the instructional supervision of subject group head. (4) The level of Results-Based Performance Management System of teachers are Very Satisfactory. (5) The extent of instructional supervision of subject group heads affects the level of performance of teachers. The performance of subject group heads need improvement, it was reflected too among their teachers and the overall performance of the school.

Keywords: *instructional supervision, teacher's performance, subject group*

Introduction

Subject Group Heads were mandated amid many other responsibilities to carry out instructional supervision at school levels. School heads together with the subject group heads have been legitimately entrusted with the task of managing schools to achieve educational goals. Instructional supervision requires that school heads and subject group heads focus mainly on the teaching staff who implement curriculum directly through instruction. They, therefore, ought to give instructional supervision special place in their discharge of duties

This role of subject group heads as instructional supervisor is further addressed in the implementation of the K-to 12 Program. Included in its reforms, are changes in the supervision of teachers as described in the article A Nation in Education Peril. With the push at accountability at the school level, school heads are now starting to evaluate teachers based on student achievement and learning. Thus, the alignment of the Results-Based Management System (RPMS) with the Philippine Professional Standards for Teachers (PPST) has prompted supervisory skills enhancement training of school administrators utilizing appropriate tools.

As what Learning Resource Institute of the Philippines' study recommended that to enhance the professional effectiveness of the teaching staff, administrators and supervisors must be skilled in these areas: (a) what to evaluate, (b) how to observe and analyze classroom observation information and other data, and (c) how to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourage teachers to improve instruction. Thus, there is a need to capacitate the instructional supervisory skills of subject group heads.

It is recognized globally that teachers play a significant role in determining whether the goal of the educational system can be achieved or not (Alemayehu, 2018). With the innovative curriculum, technologies, and growing demands for quality education for all, teaching is becoming more complex especially at the secondary school level of education (UNESCO, 2017).

The SDG global policy about Education 2030 seems to make the supervision of instruction and close monitoring of teachers necessary (UNESCO, 2017). 2 Accordingly, Zepeda (2017) asserts that instructional supervision is the continuous monitoring of classroom teaching to promote teachers' pedagogical practices and enhance the professional development of the teachers. On their part, Hoover (2017) also described instructional supervision as an organizational function concerned with teacher growth leading to enhanced teachers' pedagogical practices in schools.

The implication is that subject group heads as instructional leaders have the responsibility to organize programs for teachers' professional growth and at the same time, ensure that teachers apply effective pedagogical practices by preparing well in advance relevant schemes of work, lesson plans, lesson notes, and teaching aids.

It is in this context that the researcher is prompted to conduct the present study on the assessment of subject group heads' instructional supervision and its effect on teachers' performance. This study contributed to the improvement supervisory functions that may positively influence students' academic achievement. It is hoped that the study findings could be useful to the subject group heads and teachers for quality assurance and for continuous improvement of instruction through a much-improved instructional program. Specifically, among the teachers of Cardona Senior High School.

The study is anchored on the Models of Instructional Supervision by Naveed (2017). Instructional supervision is the function in educational systems that draws together the discrete elements of instructional effectiveness into a whole educational action. The models include Traditional or Clinical Supervision, Psychotherapy – Based Supervision Models, Developmental Models of Supervision, and Integrated Development Model. First, clinical supervision is a class support system designed to deliver assistance directly to teachers

to bring out changes in classroom operation and teacher's behavior. Second, psychotherapy-based supervision is a learning process by providing a coherent approach to therapy in which knowledge, theory, and technique derived from a specific orientation inform the conduct of treatment and provide a clear focus of supervision. Third, developmental models of supervision focus on how the counselor will change as they gain further training and supervised experience and encourage the supervisee to use prior knowledge and skills to produce new learning. Fourth, the integrated development model describes three levels of supervisee which include entry-level students who are high in motivation; at mid-level and experience fluctuating confidence, and stable in motivation, have accurate empathy tempered by objectivity. These models of Instructional Supervision provide technical assistance and sources of instructional material to teachers; empowers teachers by giving them the responsibility of creating lessons and improving instructions in a team; and allow teachers to be heard and encourage success.

The researcher found that the cited models of instructional supervision are related to the present study since the researcher assessed the subject group heads' instructional supervision with respect to practices before the observation, during observation, after observation and instructional strategies and intervention associated with the teachers' performance that can really benefit teachers from an outside perspective on their practice and glean ideas for better instruction. Likewise, the output of the study which is the training program will give a real picture of successful instructional supervision practices that will foster growth and development so that everyone can always learn more, grow more and improve more.

Research Questions

The study aimed to assess subject group heads' instructional supervision and its effect to the performance of their teachers in Cardona Senior High School during the second semester of school year 2021 - 2022. Specifically, it sought to answer the following sub-problems:

1. What is the extent of the instructional supervision of subject group heads on the performance of Cardona Senior High School teachers as assessed by the teacher in terms of:
 - 1.1. practices before the observation;
 - 1.2. practices during the observation;
 - 1.3. practices after the observation; and
 - 1.4. instructional strategies and intervention?
2. What is the level of performance of teachers as revealed by the Results-Based Performance Management System during the second semester of school year 2021-2022 results?
3. Is there a significant relationship between the extent of the instructional supervision of subject group heads on the performance of Cardona Senior High School teachers and the level of performance of teachers as revealed by the Results-Based Performance Management System during the second semester of school year 2021-2022 results?
4. Based on the results of the study, what training program may be developed?

Literature Review

Instructional supervision often involves promoting reflective practice among teachers, where educators critically examine their teaching practices to make continuous improvements. Teachers can reflect on their instructional practices and make data-driven improvements when they receive timely and specific feedback, according to Marzano, Waters, and McNulty (2020).

One effective method for enhancing teachers' teaching abilities is through instructional supervision. This process involves supporting teachers in enhancing the quality of their teaching methods and classroom settings, ultimately aiming to improve student learning outcomes (Caratiquit & Pablo, 2021). However, while instructional supervision is designed to achieve these goals, its impact on learning quality has not been conclusively demonstrated (Maisyaroh et al., 2021).

Additionally, Mecgley (cited in Peter et al. 2021) emphasizes the primary role of a supervisor to support teachers in becoming efficient and effective in the teaching and learning process. Instructional supervision, particularly as it pertains to school heads, is about directly engaging with teaching staff, who are the primary implementers of education. In this regard, school heads should prioritize instructional supervision in fulfilling their duties.

Methodology

Research Design

The study used the descriptive correlational research designs since the study assessed the significant relationship between the level of performance of teachers as revealed by the Results-based Performance Management System results and the instructional supervision practices of subject group heads. According to Katzukov (2020), a descriptive correlational study describes the relationships among variables without seeking to establish a causal connection. Also, correlational research helps in comparing two or more entities or variables. More so, the study used documentary analysis in gathering the needed data from the Results-based Performance Management System results of teachers during the school year 2021 – 2022. These data were analyzed to identify the level of performance of teachers as well as to draw facts, information, and insights into the study.

Respondents

The study was conducted in Cardona Senior High School. Stratified random sampling technique was used. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified purposive sampling, or stratification, the strata are formed based on members' shared attributes or characteristics. The respondents of the study were limited to twenty (20) teachers of Cardona Senior High School.

Instrument

In gathering the needed data for quantitative research, the researcher utilized a researcher-made instrument. The researcher used the google form in administering this questionnaire. Part 1 – This section determines the demographic profile of the respondents. Part 2 – This section determines the extent of the instructional supervision practices of subject group heads as assessed by the teacher respondents in terms of practices before the observation, practices during the observation, practices after the observation, and instructional strategies and intervention. The four (4) point scale was used.

To determine the Results-Based Performance Management System during the second semester of school year 2021-2022 results, a copy of score was asked.

Results and Discussion

This portion presents the results and discussion based on the gathered data.

Table 1. *Teacher Respondents' Assessment on the Instructional Supervision Practices of SGH in Terms of Practices Before the Observation*

<i>Practices Before the Observation</i>		<i>Mean</i>	<i>Int.</i>	<i>Rank</i>
<i>The subject group head.....</i>				
1.	explains the goals of supervision	2.49	M	4
2.	conducts preconference and let the teacher to decide which aspect/s could be addressed and be	2.45	M	5
3.	communicates expectations to the supervised teacher.	2.40	M	7
4.	schedule the observation visit.	3.71	VGE	1.5
5.	discuss the proper preparation before, during and after observation	2.42	M	6
6.	share one or more grids with the teacher to note the observations.	2.50	M	3
7.	usually notifies teacher before the lesson observation	3.71	VGE	1.5
Composite Mean		2.81	GE	

It can be implied that the subject group heads make sure that they schedule the observation visit and notify the teacher before the lesson observation or they allow teachers to schedule their observation visit and it is effective for the teachers for they are able to prepare for their demonstration teaching they just think that it is better if they communicate expectations to the supervised teacher discuss the proper preparation before, during and after observation.

Table 2. *Teacher Respondents' Assessment on the Instructional Supervision Practices of SGH in Terms of Practices During the Observation*

<i>Practices During Observation</i>		<i>Mean</i>	<i>Int.</i>	<i>Rank</i>
<i>The subject group head.....</i>				
1.	observes the aspects agreed upon with the teacher.	3.76	VGE	3
2.	observes the aspects of using differentiated, developmentally appropriate learning experiences to address learners' needs, interests, and experiences.	3.75	VGE	4
3.	observes the aspects of applying knowledge of content within and across curriculum teaching.	3.77	VGE	1.5
4.	observes the aspects of using learning resources such as ICT integration to address learning goals.	3.77	VGE	1.5
Composite Mean		3.76	VGE	

It can be deduced that the subject group head is very effective in supervising teachers as they facilitate the teaching-learning process to achieve their objectives. They focus their supervision in observing the aspects of applying knowledge of content within and across curriculum teaching and the aspects of using learning resources such as ICT integration to address learning goals. They just need to give emphasis in observing the aspects of using differentiated, developmentally appropriate learning experiences to address learners' needs, interests, and experiences.

Table 3. *Teacher Respondents' Assessment on the Instructional Supervision Practices of SGH in Terms of Practices After the Observation*

<i>Practices After Observation</i>		<i>Mean</i>	<i>Int.</i>	<i>Rank</i>
<i>The subject group heads.....</i>				
1.	prepares an observation report of the meeting.	3.76	VGE	1
2.	asks the teacher to perform a self-evaluation.	3.69	VGE	4
3.	shares and commends my good practices with the teachers.	3.73	VGE	2



4. asks the teacher on what they need: trainings, resources, guidance etc.	3.49	GE	6
5. expresses to the teacher the goals to reach for the next supervision.	3.72	VGE	3
6. decides with the teacher which goals are to be reached for the next supervision	3.64	VGE	5
Composite Mean	3.67	VGE	

It can be inferred that the subject group heads are effective in mentoring. They are best in preparing an observation report of the meeting and expressing to the teacher the goals to reach for the next supervision but they can improve more on asking the teacher on what they need: trainings, resources, guidance etc.

Table 4. *Teacher Respondents' Assessment on the Instructional Supervision Practices of SGH in Terms of Instructional Strategies and Intervention*

<i>Instructional Strategies and Intervention</i>			
<i>The subject group heads.....</i>	<i>Mean</i>	<i>Int.</i>	<i>Rank</i>
1. regularly check and ask about my instructional strategies in teaching.	3.49	GE	5
2. always plan for the coaching and mentoring with regards to instructional strategies.	3.50	GE	3.5
3. check the learners who need intervention programs regularly.	3.48	GE	6
4. hold discussions to properly give feedbacks on instructional strategies.	3.58	VGE	2
5. regularly supervises the way I teach.	3.50	GE	3.5
6. focuses on the act of teaching rather than personality when supervising.	3.64	VGE	1
Composite Mean	3.53	VGE	

It can be assumed that the subject group heads are doing a commendable job of supervising teachers regarding instructional strategies and techniques in teaching to achieve quality education for all. They focus on the act of teaching rather than personality when supervising but need to improve in regularly checking the learners who need intervention programs regularly.

Table 5. *Performance of Teachers Based on Results-Based Performance Management System During SY. 2021-2022*

<i>Performance Level</i>	<i>Best 3 Schools</i>	
	<i>f</i>	<i>%</i>
Outstanding	9	31.3%
Very Satisfactory	20	68.7%
Satisfactory		
Unsatisfactory		
Total	100%	

The result suggests that the teachers are performing well in their chosen profession, and they give their best to teach the students and achieve their goals. Furthermore, this proves that they are performing to the best of their ability and can be considered as assets of the school. It proved that they have praiseworthy performance. The appraisal revealed that they are able to apply knowledge of content within and across curriculum teaching areas, use a range of teaching strategies that enhance learners' achievement in literacy and numeracy skills, applied a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills and mastery of the subject. Furthermore, they are able to select, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.

Table 6. *Relationship Between the Extent of Instructional Supervision Practices of SGH as Assessed by the Teachers and Teachers' Level of Performance*

<i>Teachers' Level of Teaching Performance in relation to the Perceived Instructional Supervision Practices of SGH in terms of:</i>	<i>Computed r</i>	<i>Sig</i>	<i>Decision on Ho</i>	<i>Interpretation</i>
Practices Before the Observation	0.20	0.02	Rejected	Significant
Practices During the Observation	0.20	0.02	Rejected	Significant
Practices After the Observation	0.26	0.00	Rejected	Significant
Instructional Strategies and Intervention	0.19	0.02	Rejected	Significant

The results connote that the extent of instructional supervision of academic leaders affects the level of performance of teachers. Their supervision reflects with the performance of the teachers and the overall performance of the school.

Conclusions

The subject group heads make sure that they schedule the observation visit and notify the teacher before the lesson observation or they allow teachers to schedule their observation visit and it is effective for the teachers for they are able to prepare for their demonstration teaching they just think that it is better if they communicate expectations to the supervised teacher discuss the proper preparation before, during and after observation. They are very effective in supervising teachers as they facilitate the teaching-learning process to achieve



their objectives. They focus their supervision in observing the aspects of applying knowledge of content within and across curriculum teaching and the aspects of using learning resources such as ICT integration to address learning goals. They just need to give emphasis in observing the aspects of using differentiated, developmentally appropriate learning experiences to address learners' needs, interests, and experiences. They are effective in mentoring. They are best in preparing an observation report of the meeting and expressing to the teacher the goals to reach for the next supervision but they can improve more on asking the teacher on what they need: trainings, resources, guidance etc. They are doing a commendable job of supervising teachers regarding instructional strategies and techniques in teaching to achieve quality education for all. They focus on the act of teaching rather than personality when supervising but need to improve in regularly checking the learners who need intervention programs regularly. They offer a good instructional supervision. They are able to provide technical assistance to teachers especially during the observation but for teachers they could improve more in supervising before the observation since it shows that there are lots of room for improvement in this aspect. The teachers are performing well in their chosen profession, and they give their best to teach the students and achieve their goals. Furthermore, this proves that they are performing to the best of their ability and can be considered as assets of the school. It proved that they have praiseworthy performance. The appraisal revealed that they are able to apply knowledge of content within and across curriculum teaching areas, use a range of teaching strategies that enhance learners' achievement in literacy and numeracy skills, applied a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills and mastery of the subject. Furthermore, they are able to select, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals. The extent of instructional supervision of academic leaders affects the level of performance of teachers. Their supervision reflects with the performance of the teachers and the overall performance of the school.

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