

Perceived Instructional Supervision Practices, Professional Learning Communities Practices, And School Performance in The Division of Eastern Samar

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Abstract

Instructional supervision is deemed effective way to support professional growth and competency and has been identified as an integral component of staff development while Professional Learning Communities (PLC) is believed to be a more effective way of continuing professional growth and development among its staff focused on the academic performance of learners. This study was based on determining the instructional supervision practices based on its four (4) dimensions, the professional learning communities practices based on five (5) dimensions and the school performance based on the quality parameter of School-Based Management (SBM) of the twenty-two (22) central schools of the Eastern Samar Division. Results revealed that the instructional supervision practices are perceived by the principals and the teachers to be “highly practiced.” Professional learning communities’ practices are likewise perceived by both respondents to be “very highly practiced.” Test on significant difference indicated that there is no significant difference in both the instructional supervision practices and professional learning communities’ practices as perceived by the elementary school principals and their respective teachers. Generally, none of the schools investigated have satisfied and surpassed the quality standards for school –based management as only more than one-half of the school population investigated fall under “moving towards mastery” level.

Keywords: Instructional supervision, Professional Learning Communities

INTRODUCTION

The basic aim of school is improvement of student learning. As the school’s instructional capacity improves, so does teaching, which lead to enhancements in student performance (Sergiovanni & Staratt, 2007; Ayeni & Ebong 2016). Teachers should be well-rounded members of the learning community to attain the zenith of improvement. Hence, supervision improves teaching-learning process and the teacher’s professional development (Kutsyuruba, 2003; Arong & Ogbadu, 2010).

Professional Learning Communities encourage the growth and development of school staff in focusing on learning (DuFour & DuFour, 2003; Esirah 2021) while instructional supervision supports professional growth and competency as integral components of staff development (Nolan & Hoover, 2004). There were significant studies on instructional supervision

and professional learning communities' practices in different schools. Meneses (2018) focused her study on the attributes of both school heads and teachers if significant relationship exists among the four dimensions in professional learning communities' practices. Meneses (2018) found out that age and length of service have significant relationship to the level of practices on the dimensions of professional learning communities, while professional learning communities encourage student learning and lifelong learning capacities of teachers (York-Barr, Sommers, Ghore, & Montie, 2001).

Given such, there is a need to examine the role of professional learning communities in enhancing instructional supervision in supporting the professional growth of teachers. It is on this premise that this present study is conducted to find out if instructional supervision practices and the professional learning communities' practices are perceived the same by the principals themselves and the teachers in the elementary schools in the Eastern Samar Division with the understanding that highly practiced professional learning communities, higher learners' performance and school performance are most likely expected, a correlation between the professional learning communities' practices as perceived by both the principals and teachers and the school performance are also considered.

METHOD

The current study used a quantitative correlation method. Firstly, the perceived instructional supervision practices, and professional learning communities as perceived by themselves and teachers in the Eastern Samar Division were described. The school performance was also assessed specifically in terms of quality parameter under School-Based-Management practices. Further, correlation was also made to validate if there is significant difference that exists between the instructional supervision of principals and their professional learning communities. Also, correlation was made if there is significant relationship between the PLCs practices and the school performance. Creswell (2009) defined quantitative research as a means for testing objective theories by examining the relationship among variables.

The first part of the research questionnaire focused on the level of agreement of respondents regarding their perspective on the specified qualities of successful practices on the instructional supervision of the principals as perceived by themselves and the teachers while, the second part focused on the level of agreement of respondents regarding their perspectives on the specified practices of professional learning communities. A secondary data for the school performance was used for this study. The data was retrieved from the Monitoring and Evaluation (M & E) Section of the Eastern Samar Division Office for reliability and accuracy.

The collected data were tabulated and analyzed using mean, mean percentage score, and Spearman rho correlation at 5% level of significance.

FINDINGS AND DISCUSSION

Perceived Instructional Supervision Practices of Principals in the Division of Eastern Samar

Table 1 shows the mean ratings of respondents' perceived instructional supervision practices in view of four parameters of Instructional Supervision included in this study. With an average mean rating of 4.32 for instructional support for teacher effectiveness and efficiency, results indicated that school principals in the Division of Eastern Samar generally believe that

they implement provision of instructional support for teachers' effectiveness and efficiency which is one of the four variables that affect classroom performance of teachers (Glatthorn, 1997). However, despite obvious positive instructional supervision practices, results also revealed that one (1) indicator pertaining to promotion of teaching and learning efficiency in all classes through observation and visitation tends to be overlooked by school principals over all the other Indicators presented. As can also be viewed in Table 2, teacher-respondents rated all of the indicators under supervision of teachers' effectiveness and efficiency as very highly practiced. This is supported by an average mean rating of 4.30 indicating that teachers-respondents perceive a high level of supervision practices in view of instructional effectiveness and efficiency from their superiors. This finding indicated a high extent of observance of activities to improve overall teaching effectiveness and efficiency which follows the Performance-Based Supervision and Evaluation developed by Aseltine et al. (2006).

As regard to capacitating teachers, generally, data show that activities for teachers' capability building are highly practiced by the principals themselves. This finding is supported by an average mean rating of 3.73 which generally imply that school principals in the Division of Eastern Samar take into consideration, careful planning and implementation of strategic activities designed to capacitate their teachers for effective instructional delivery. Also, data show that in general, teachers perceive principal's instructional supervision practices on capability building as highly practiced. This result is supported by a mean rating of 3.91 which imply that all activities geared towards capacitating teachers in different fields of specialization and teaching needs. However, it is also interesting to note, Moderate practice on the initiation and conduct of action research is perceived by the teachers. This may suggest that though activities to uplift academic performance have been in place in most learning institution in Eastern Samar, the use of data-driven decisions based on research findings need further consideration. This may also imply the need to capacitate school administrators on the rudiments of action research writing in order for them to maximize opportunities of improvement and the recalibration of current educational setting in their respective school stations through informed decisions based on research findings.

In terms of curricular enhancement, data reveal that all of the seven (7) indicators under this parameter are all highly practiced by the principals as perceived by both respondents. Obtaining the highest mean rating of 4.14, data indicate that principals perform evaluation of learning outcomes vis-à-vis the curriculum. This result suggests administrators' ability to validate instructional outcomes alongside curricular goals and objectives which imply consideration of learning outcomes and curricular goals alignment that serve as a major indicator of instructional success. Interestingly, teachers believe that school principals implement and actualize activities that are designed to enhance curriculum offering curriculum in their respective institution. These findings corroborate with the preceding results on high instructional supervision practice on teaching effectiveness and efficiency. Data further suggest that school principals place enough attention on both instruction and curriculum.

A quantitative and qualitative description of the perceived instructional supervision practices of principals in terms of assessment of learning outcomes shows that activities geared towards successful assessment of learning outcomes are highly practiced by the principals themselves as perceived by both respondents. Supported by a mean rating of 4.41 and 4.21 respectively, data show that school principals "assist teachers in identifying strengths and growth areas through monitoring and evaluation. This implicates principals' initiative to uplift teachers

and teaching standards through just and impartial evaluation that would feedback on professional development and instructional delivery needs. This is consistent with high level of practice on improvement of teaching effectiveness and efficiency and enhancement of curriculum and instruction. Meanwhile, “development and promotion of innovative and effective assessment approaches, strategies and techniques” got the lowest mean of 4.05 and 4.15 but is still interpreted as highly practiced.

Table 1. Perceived Instructional Supervision Practices of Principals

Indicators	Principal	Teacher	Interpretation
Instructional support for teacher’s effectiveness and efficiency	4.32	4.30	Very highly practiced
Teacher capability building	3.73	3.91	Highly practiced
Curricular enhancement	3.95	4.10	Highly practiced
Assessment of learning outcomes	4.41	4.21	Very highly practiced
Overall mean	4.05	4.13	Highly practiced

Professional Learning Communities Practices as perceived by the Principals and the Teachers

The succeeding table presents the respondents’ perception on the principals’ Professional Learning Communities practices in terms of the five parameters, namely: (1) shared and supportive leadership, (2) collective learning and application, (3) shared personal practice, (4) supportive conditions-relationships, and (5) supportive conditions-structure.

Table 2 provides the mean ratings on the perceived professional learning communities’ practices of school principals. Overall, data show that principals perceive a very high level of practice in terms of shared and supported leadership. This finding is supported by a mean rating of 4.40 and 4.26 respectively, indicating that there is a high extent of implementation level on activities that foster democratic leadership among school officials and faculty. It further suggests that autonomy and power are shared by school administrators with their teachers in making critical actions to improve overall functions. In general, data reveal that shared and supportive leadership is highly evident in the elementary schools in the Division of Eastern Samar.

As can be gleaned on the table, it is very evident that school principals are believed to implement all indicators of collective learning and application to a very high extent. Results are suggestive of school administrators’ efforts to maintain strong degree of collaboration and synergy among faculty in line with the overall teaching goals and objectives accomplishments. This in turn positively impact performance and overall teaching and learning process.

It is interesting to note that data on respondents’ perceived professional learning communities in terms of shared personal practices, almost all of the indicators are perceived to be very highly practiced by the principals. Peer tutoring among faculty and coaching and mentoring are among of the evident strategies perceived to be promoted and implemented by the principals. This implicates that a positive learning culture which foster higher academic and professional development exist within schools in the Division of Eastern Samar. Meanwhile, it

can be gleaned from the data that four (4) out of five (5) indicators are believed to be very highly practiced by the principals as perceived by the teachers. This illustrates that a positive learning culture is evident among elementary schools in the division. In view of supportive conditions-relationship, results illustrate that the respondents value to a very high extent the cultivation of harmonious relationship between and among faculty and staff which are instrumental to greater productivity and positive performance. Likewise, data reveal that teachers believed that all of the indicators are very highly practiced by their principals suggesting that positive learning culture is encouraged by school principals within their schools.

Finally, in terms of supportive conditions- structures as perceived by the respondents, an average mean rating of 4.08 can be noted. Data generally reveals that principals believe that they practice to a high extent strategic activities that are designed to provide conditions and structures supportive of the teaching and learning process. Results illustrate that school principals look into opportunities of providing resources which are facilitative of instruction in the classroom and teachers' professional growth and development. Meanwhile, data on teachers' perception generally show that school principals are believed to implement procedures that promote provision of resources that support over all teaching and learning processes. This result is supported by an average mean rating of 4.07 implying that school's efforts to create opportunities to manage, provide, and sustain resources for academic and professional development purposes are highly evident.

Table 2. Perceived Professional Learning Communities Practices of Principals

Indicators	Principal	Teacher	Interpretation
Shared and supportive leadership	4.40	4.26	Very highly practiced
Collective learning and application	4.23	4.18	Very highly practiced
Shared personal practices	4.23	4.20	Very highly practiced
Supportive conditions - relationship	4.23	4.23	Very highly practiced
Supportive conditions - structure	4.08	4.07	Highly practiced
Overall mean	4.23	4.18	Very highly practiced

Performance of schools on school-based-management practices.

As can be seen in Table 3, only 12 out of 22 central elementary schools are classified as moving towards mastery level. This result indicates that only 54% of all central schools involved in the study have satisfactorily attained the different criteria for quality assurance of school-based management. Findings imply a need to strengthen schools' efforts to meet the standards for quality school management.

Table 3. Performance of schools included in the study based on the quality parameter of the school-based-management practices.

School	Mean	Interpretation
Arteche CES	59.99	Average mastery

Balangkayan CES	61.32	Average mastery
Balangiga CES	62.61	Average mastery
Can-avid CES	79.89	Moving towards mastery
Dolores I CES	61.73	Average mastery
Gen McArthur CES	71.17	Moving towards mastery
Giporlos CES	50.87	Average mastery
Guiuan East CES	79.57	Moving towards mastery
Hernani CES	78.05	Moving towards mastery
Jipapad CES	74.09	Moving towards mastery
Lawaan CES	54.59	Average mastery
Llorente CES	58.77	Average mastery
Maslog CES	79.91	Average mastery
Maydolong CES	58.06	Average mastery
Mercedes CES	76.88	Moving towards mastery
Oras East CES	66.87	Moving towards mastery
Quinapondan CES	71.69	Moving towards mastery
Salcedo CES	67.83	Moving towards mastery
San Julian CES	76.63	Moving towards mastery
San Policarpo CES	69.99	Moving towards mastery
Sulat CES	58.43	Average mastery
Taft CES	75.69	Moving towards mastery
Overall mean	67.94	Moving towards mastery

Test on significant relationship between the professional learning communities' practices of principals and school performance

Table 4 provides statistical information on the test on relationship between professional learning communities' practices and the performance of elementary schools in the division of Eastern Samar. Test on correlation revealed a coefficient values of .323 and .287 manifesting a low correlation between the two variables. Analysis revealed p-values higher than 0.05 level of significance, which indicates lack of significant relationship between the principals' professional learning communities' practices and the school's performance. Findings imply that school's performance as defined by the quality parameters for SBM are not necessarily related to the degree by which principals create and cultivate instructional learning communities. In addition, results provide empirical information that schools' performance are not solely dependent upon the school heads' practices but may directly and indirectly be affected by other internal and external factors. From these findings, the null hypothesis was accepted.

Table 4. Test on significant relationship between the professional learning communities' practices of principals and school performance.

Criterion Variable	Predictive Variables	p-value	Decision	Interpretation
School Performance	Instructional supervision practices	0.136	Retain Ho	Not significant
	Professional learning communities practices	0.752	Retain Ho	Not significant

 $\alpha = 0.05$

CONCLUSION

Based on the salient findings of the study, the following conclusions are formulated. Instructional support for teachers' effectiveness and efficiency and Assessment of learning outcomes are both perceived by the principals themselves and the teachers to be "very highly practiced." In addition, instructional supervision practices for Teachers' capability building, curricular enhancement are perceived to be "highly practiced". This illustrates a seemingly obvious efforts of the central schools in the division of Eastern Samar to uphold quality instruction through strategic implementation of activities that both foster effectiveness and efficiency not only for the teachers but the over-all teaching and learning process. Surprisingly, collective learning and supportive condition of structure are "highly practiced" as perceived by the teachers and the school principals while shared and supportive leadership, application of shared personal practices, and supportive condition of relationship are perceived to be "very highly practiced" These results imply school administrations evident implementation of activities that promote positive learning culture. Generally, none of the schools investigated have satisfied and surpassed the quality standards for school –based management as only more than one-half of the school population investigated fall under "moving towards mastery" level indicating a need to further promote quality educational practices and services that would satisfy the quality criteria for school-based management system. Finally, no significant relationship between school's performance and principals' professional learning communities' practices was established. Hence, principals, should look into other internal and external factors which may affect quality service apart from creating professional learning communities.

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