



# INSTRUCTIONAL SUPERVISION: A METACOGNITIVE APPROACH IN IMPROVING TEACHERS' COMPETENCE

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## ABSTRACT

This qualitative study sought to understand how teachers and school administrators experienced instructional supervision as a metacognitive strategy for enhancing teachers' competence. It used grounded theory research to better understand and ascertain what occurs in the classrooms when instructional supervision is implemented. The most important details are the experiences of principals and teachers on the implementation of Individualized Support (IS). Principals provided TA to teachers through focused group discussions, workshops, coaching, and mentoring, as well as quality-checked and assured teacher-made assessments and ongoing monitoring. Observations of teachers on Instructional Supervision were effective, helpful, interesting, and commendable. The Instructional Supervisory Framework (ISF) was used to improve teachers' classroom management, teaching-learning resources, and lesson delivery.

**KEYWORDS:** *INSTRUCTIONAL SUPERVISION, METACOGNITIVE APPROACH, TEACHERS' COMPETENCE*

## Introduction

School principals play an important role in our educational system, facilitating instruction and lesson preparation, teaching-learning resources, lesson delivery, learners' assessment, and professional development. Seashore Louis suggests that an effective principal should possess and perform five key practices: shaping a vision of academic success for all learners, creating a climate hospitable to education, cultivating leadership in others, improving instruction,

managing people, data, and processes, and guiding the use of data to evaluate the progress of the school. Principals participate in the instructional process through their discussions with teachers, observations of classroom instruction, and interactions with teachers when examining learners' data. They assume a proactive role in supporting teachers' instructional efforts. Effective principals communicate directly with teachers about instruction and learners' needs, allocate resources and materials,

solicit feedback on instructional methods and techniques, and use data and faculty input to determine staff development activities.

Sustainable development goals of 2030 Agenda 3 seek to promote quality education and promote lifelong learning opportunities for all. ESD is a holistic and transformational education that addresses learning content and outcomes, pedagogy, and the learning environment. In the Philippines, the Republic Act 9155 or the School Governance Act 5 empowered principals to take full responsibility for managing the schools and their resources. The School Improvement Plan was enhanced to emphasize a more participatory and learner-centered approach and the Learning Action Cell (LAC) was organized to help teachers learn together and carry out staff development through self-learning. Research shows that when administrators use tactics to increase teacher empowerment, teacher morale also increases.

To increase productivity, teachers should be placed in situations where they can learn from other teachers and provide experiences during school hours to discuss learners' performance, curriculum, and instruction. The Enhanced Basic Education Act of 2013 (BESRA9) mandates that the curriculum be learner-centered, inclusive, developmentally appropriate, relevant, responsive, research-based, gender and culture-sensitive, contextualized, and global, use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative, adhere to the framework of MTB-MLE, use spiral progression approach to ensure mastery of knowledge and skills after each level, localize, indigenize and enhance the same based on their respective

educational and social contexts, and deliver in languages understood by learners. Teachers must raise the prevailing standards of their profession to meet demands for better learning outcomes.

This study sought to gather the lived experiences of teachers and school principals on instructional supervision as a metacognitive approach to improve teachers' competence. Specifically, this research study answered the following questions:

1. What are the lived experiences of teachers and principals on instructional supervision as a metacognitive approach to improve teachers' competence particularly along:
  - a. Lesson preparation
  - b. Teaching-learning resources
  - c. Lesson delivery
  - d. Learners' assessment
  - e. Classroom management
2. What are the observations of teachers on instructional supervision along:
  - a. Lesson preparation
  - b. Teaching-learning resources
  - c. Lesson delivery
  - d. Learners' assessment
  - e. Classroom management
3. What are the impressions of the principals in using the instructional supervisory framework?
4. What are the gaps and issues encountered by teachers and principals when

IS Framework is employed to improve teachers' competence?

5. What management plan could be proposed to institutionalize the Instructional Supervisory Framework?

This study focused on instructional supervision as a metacognitive approach to improve teachers' competence. It determined the lived experiences of teachers and principals on instructional supervision particularly along: Lesson preparation, Teaching-learning resources, Lesson delivery, Learners' assessment, and Classroom Management. Moreover, this study looked into the observation of teachers on instructional supervision, the impressions of the principals in using the instructional supervisory framework, and the gaps and issues encountered by both teachers and principals when IS Framework was employed.

The participants in this study were 20 teachers and 20 principals/ school heads in Sorsogon West District, Sorsogon City. The data in this research were derived from the responses of teachers and principals during a focus group discussion and one-on-one interview. Open-ended questions were asked of the participants. Excluded in this study were the principals and teachers from other districts and private schools in Sorsogon City Division.

### Findings

Based on the responses of the teachers and school principals during the focused group discussion and interview, the following findings were generated:

1. Lived Experiences of Teachers and school principals on instructional supervision as a metacognitive approach to improve teachers' competence along:

#### a. Lesson preparation

##### a.1. Lived Experiences of Teachers on IS along Lesson Preparation

According to the teachers' responses, the daily review of teachers' lesson plans, staff meetings, School Learning Action Cell (SLAC) sessions, mentoring, coaching, and focus group discussions (FGD) were all common ways that school principals supervised the preparation of lessons. Empowering the teachers was also practiced. The immediate needs of learners were addressed by the teachers through developing Specific, Measurable, Attainable and Result Oriented, and Time Bounded (SMART) lesson plans with pertinent and differentiated strategies and activities suited to the learners' learning levels. The arrangement of the lesson's various components was also taken into account.

##### a.2. Lived Experiences of Principals on IS along Lesson Preparation

From the point of view of the principals, providing teachers with technical assistance (TA) for lesson preparation was made possible via instructional supervision. Even if they did not conduct classroom observation, they were still able to monitor their daily lesson plan. They provided suggestions as they daily checked the content and the objective's alignment with all of its components. Through instructional supervision (IS), "teachers became more inspired to create lesson plans with detailed

activities which supported their objectives". The majority of school principals were happy with the results of the technical support they gave to their teachers. They provided TA through coaching, mentoring, focused-group discussion (FGD), meetings, conferences, and SLAC.

#### b. Teaching Learning Resources

##### b.1. Lived Experiences of Teachers on IS along Teaching Learning Resources

The technical assistance provided to the teachers along with teaching learning resources was on the kind, selection, quality, and preparation of materials, how provisions were made, the source and allocation of funds, and the empowerment given to the teacher. Instructional Supervision implementation in their schools had been effective because it provided ample opportunities for the learners and teachers to make teaching-learning meaningful.

##### b.2. Lived Experiences of Principals on IS along Teaching Learning Resources

The following were some of the school principals' experiences with the integration of IS with teaching and learning resources: the accessibility of materials for the preparation of the resources, the availability of funds, the teachers' preparation skills, and their resourcefulness in locating the best and most readily accessible resources appropriate for their lesson and the learners' level.

The school heads coached the teachers on making learning resources (LR), encouraged them to create LRs based on the needs and abilities of the learners, conducted LAC sessions on LR preparation, allocated MOOE for the purchase of materials, and

encouraged them to download learning resources from LR portals.

#### c. Lesson Delivery

##### c.1. Lived Experiences of Teachers on IS along Lesson Delivery

Teachers were continually reminded to deliver lessons with a clear focus by using the proper techniques. It was highly recommended that they use integrated, interactive, and differentiating strategies. The importance of learning levels was highlighted. Additionally, teachers were pushed to think outside the box when presenting the lesson. They simplified the subject, and the learners were engaged and inspired to study.

Instructional Supervision on lesson delivery was provided during a classroom observation. Additionally, coaching and mentoring were done. There was a strict and extensive upskilling and training program for teachers.

##### c.2 Lived Experiences of Principals on IS along Lesson Delivery

The majority of the classroom visits and observations done by the principals were fruitful. They always succeeded in having casual conversations with teachers and tried to make them feel and realized that they were seriously watching them and assisting them in making corrections and improvements to better themselves. Areas along with lesson delivery were brought up in the vast majority of INSET and SLAC sessions. Additionally, mentoring and concentrated group discussions were used to carry out IS. The teachers greatly aided in their delivery of the lesson by modeling and shadowing. According to the participants, "the

application of IS in the delivery of lessons is on the right road in guaranteeing that learner's participation in the classroom is fruitful".

#### d. Learners' Assessment

##### d.1 Lived Experiences of Teachers on IS along Learners' Assessment

School principals offered TA on the level of assessment based on the various groups of learners. Teachers were encouraged to create differentiated assessment methods that matched the goal. Additionally, emphasis was placed on unconventional assessment techniques and by reviewing the table of specification and the summative assessments created by the teachers. Feedback was given during focused group discussions and staff meetings. The training was conducted to improve the proficiency of teachers in the planning and administration of learner assessments.

##### d.2. Lived Experiences of Principals on IS along Learners' Assessment

The greatest way that the principals provided TA to teachers was through focused group discussions. They discussed alignment, the usage of HOTS questions, referring to Bloom's taxonomy, and the distinct type of assessment method. Along with FGD, several school heads also conducted SLACs on various assessments and assessment methods, workshops, coaching, and mentoring, as well as quality-checked and assured teacher-made assessments and ongoing monitoring. The appropriate motivation was also applied to the teachers to be encouraged them to work hard.

#### e. Classroom Management

##### e.1. Lived Experiences of Teachers on IS along Classroom Management

The teachers gratefully acknowledged the TA provided to them through IS. The school principals emphasized to them the importance of getting to know the learners in the classroom and that the ability to motivate oneself to succeed must be fostered to them. Additionally stressed as a tactic for maintaining classroom organization was the use of positive discipline. The instructional supervision of school principals regarding classroom management was on involving the learners, offering advice and tips on how to run a class, and making regular rounds.

##### e.2 Lived Experiences of Principals on IS along Classroom Management

School Principals carried out IS via casual conversations, interviews, unique tasks, visual observations, voting methods, etc. When offering TA to teachers, classroom management was covered in the LAC sessions and INSET held at the schools. Instructional Supervision involved watching over and supervising classrooms every day and providing feedback right away. Classroom management improved greatly due to IS. The learners actively participated because they felt a sense of inclusion and belonging. Teachers, especially new ones, benefited from TA on classroom management since it allowed them to manage their courses with ease and pleasure.

#### 2. Observations of teachers on Instructional Supervision along with:

##### a. lesson preparation

The observations of teachers on instructional supervision along with lesson preparation

were effective, helpful, interesting, and commendable. It helped them create the right plan, made the lesson more understandable, and attainable for the learners, and made the teaching and learning process more efficient.

b. teaching learning resources

The teachers' observations on the use of IS in conjunction with teaching and learning resources were excellent, effective, helpful, and encouraging. The teachers viewed the IS implementation as an effective way to boost their competence. The resources for teaching and learning were properly funded. Teachers do not have to use their funds to purchase supplies for their lessons. It reduced the teachers' workload. They were able to find and create instructional materials with greater creativity, flexibility, and innovation.

c. lesson delivery

Teachers claimed that IS on lesson delivery was successful. They got the responses they desired from their learners because they now knew the proper method of teaching at the various levels of learners. There was an interaction between the learners, the teachers, and one another. Learners' specific demands and individual differences were taken into consideration. Aside from being effective, the participants said that IS implementation in lesson delivery was helpful to them. They were provided with varied styles that were easily embraced and executed. Through IS, the teachers' teaching strategies became wider, it served as their guide and encouraged them to do their best when it comes to the delivery of the lesson. While some participants insisted that the criticism they received be constructive above all else.

d. learners' assessment

Teachers' observations of instructional supervision along with learners' assessments were successful, beneficial, fascinating, and challenging. Through IS, learners' needs were met under their proficiency levels, assessment objectives were met, and learning outcomes were improved.

Instructional supervision was concentrated on making sure that the assessment was in line with the goal and the reason for achieving it. Teachers had the opportunity to experiment with non-traditional assessment tools, which acted as a springboard for learning about fresh methods for rating the learners.

e. classroom management

The learners became engaged and productive when IS was used in conjunction with classroom management. Instructional supervision offered guidance and affirmation on how to effectively manage classroom behavior and created a productive learning environment.

The development of teachers' classroom management competence was greatly aided by coaching. It lessened issues that were developed as a result of learners' behavior. It helped teachers become better managers, which made enforcing discipline while teaching less difficult.

3. Impressions of principals in using the Instructional Supervisory Framework to improve teachers' competence along:

a. lesson preparation

The adoption of the instructional supervisory framework to increase teachers' competency during lesson preparation was deemed successful, useful, timely, and correct by all participants—100% (100). It

offered advice and pointed teachers in the right direction for enhancing the quality of their lessons, with an emphasis on the coherence, alignment, and appropriateness of activities that are in line with learners' performance levels. Teachers improved their skills and confidence. It motivated teachers to perform at their highest level.

b. teaching learning resources

School principals all concurred that IS gave their teachers good results teachers were able to create instructional materials that motivated learners to reflect, judge, examine, and analyze the data. It encouraged teachers to offer high-quality materials or resources. The majority of teachers showed artistic/creative talent. Their inventiveness had already been demonstrated. The availability of learning resources improved the effectiveness, significance, and enjoyment of the learning process for the learners. The instructional supervisory framework opened the door for the creation of efficient, demand-driven, pertinent, and high-quality learning resources that were applied to the teaching and learning process.

c. lesson delivery

The adoption of the ISF and the provision of TA during class delivery were deemed to be successful and beneficial by all participants—even those who provided the TA—including the teachers. The effective delivery of the lesson was aided by the TA and instructional monitoring. Lesson delivery methods improved and became more relevant, engaging, and successful as well as less anxious and more certain. Instructional supervision enhanced and improved the feedback process. Teachers employed easy-

to-understand methods that were nonetheless significant to the learners. The lesson was taught in an orderly manner. Teachers gained self-assurance and showed compassion in their job. The learners loved learning because of the teachers' skill in presenting the material, which was the result of the TA.

d. learners' assessment

All participants (100%) felt that ISF had a significant role in enhancing teachers' abilities and learners' assessments. Teachers were instructed to employ assessment instruments that prompt thought and processing through IS. It became precise and direct for the learners. Assessment outcomes improved in realism and reflected the nature of the learning engagement. After the evaluation, interventions were offered to help learners deepen their mastery of the skills and competencies.

Teachers were given the skills they needed to choose, create, use, and evaluate the assessment tool used to assess learners' performance, with a strong emphasis on the objective of assessment, through instructional supervision and technical help.

e. classroom management

All of the school principals that were able to successfully implement the ISF concurred that it had a beneficial impact on how teachers managed their classrooms. Teachers adopted a facilitative style, promoting learner engagement, and allowing them to express themselves freely. With the use of contemporary and technological methods, there were better and more distinctive styles. Through positive discipline, teachers became more understanding, tolerant, and caring toward

their learners. The correct interventions were offered in response to the real events that were seen.

4. The gaps and issues encountered by teachers and principals when instructional supervision was employed to improve teachers' competence along:

#### a. Lesson Preparation

##### a.1. Gaps and Issues Encountered by Teachers along Lesson Preparation

The gaps and issues identified by the teachers were the creation of differentiated activities, lack of resources and materials, increase in teacher workload, absence of resources and materials, and accessibility of textbooks. Others also mentioned that they needed their school principals to provide them with recurring reminders and helpful criticism.

##### a.2 Gaps and Issues Encountered by Principals along Lesson Preparation

Nearly 90% of the participants stated that time and scheduling are the main concerns. Other difficulties were teachers' abilities to match the lesson's purpose to all of its components and some teachers' resistance to advice or technical aid.

#### b. Teaching Learning Resources

##### b.1. Gaps and Issues Encountered by Teachers along Teaching Learning Resources

There were a few things mentioned, such as inadequate equipment, limited skill sets in educational media, excessive costs, and slow or non-existent internet connection. Some also mentioned that they need refreshers on the use of different technologies. Only a few teachers availed the free training on the use of multimedia materials.

##### b.2. Gaps and Issues Encountered by Principals along Teaching Learning Resources

According to 85% of the participants, the lack of funding and the accessibility of the resources supplied to the teachers were the main issues that they encountered. The budgetary constraints prevented them from meeting all of their demands, despite their best efforts. Additionally, issues with a lack of internet connectivity, activities that overlapped, and an abundance of paperwork and reports were found. In the implementation of ISF, time was also mentioned as a problem.

#### c. Lesson Delivery

##### c.1 Gap and Issues Encountered by Teachers along Lesson Delivery

Due to the necessity of urgent submission of reports, class disturbance was the main problem. Other problems identified were the learners' literacy and numeracy levels, their attitude and lack of interest, their lack of interactive resources, and the medium of instruction. Some learners were not proficient in the prerequisite skills, class switching, or the selection of techniques to be used for learners who were heterogeneously categorized. On receiving feedback, they wanted their school principal to provide them with constructive criticism.

##### c.2. Gaps and Issues Encountered by Principals along Lesson Delivery

The responses to this study's questions revealed that the common problems and gaps mentioned by the participants were the lack of time, an excessive amount of pointless extracurricular activities, and teacher overload. 80% of the participants



acknowledged these. While consistency in the way the instruction was delivered was also mentioned.

#### d. Learners' Assessment

##### d.1 Gap and Issues Encountered by Teachers along Learners' Assessment

The gaps and problems identified by the teachers were the uneven grouping of learners, the preparation of many sets of evaluation tools, and learners who did not meet the required level of mastery. Other participants stated that they still require further coaching sessions to maintain and improve their proficiency in learning assessment.

##### d.2. Gaps and Issues Encountered by Principals along Learners' Assessment

As the school heads implemented the ISF, they noted some gaps and issues. Of which, 20% noted the alignment of the objective to the assessment tool, 20% for the difficulty in following the blooms taxonomy, 20% for too many and difficult items given, 20% on poor reading comprehension of learners, 15% on no follow up after the assessment and 5% for the time of administration.

#### e. Classroom Management

##### e.1. Gaps and Issues Encountered by Teachers along Classroom Management

Teachers noticed several problems and gaps in classroom management. The execution of classroom discipline was significantly impacted by the child protection policy. Their class size prevented them from actually achieving good classroom management. The lack of classrooms, time management, student absenteeism, and efficient channeling

of complaints and feedback were further identified problems.

##### e.2 Gaps and Issues Encountered by Principals along Classroom Management

Twenty-five (25%) percent of the participants identified the attitude and behavior of learners as the main issue in achieving quality and effective classroom management while 20% of them cited that even the behavior of teachers became an issue along this indicator. Moreover, 20% said teachers don't have holding power over their learners. The size of the classrooms was also identified by 15% of the participants while another 15% said that the number of learners also affected classroom management. Five percent (5%) also encountered the time element as one of the issues in the implementation of IS along with classroom management.

5. Management plan that the teachers and principals proposed to institutionalize the Instructional Supervisory Framework in the City Division of Sorsogon.

##### 5.1 Teacher

The management strategies put forth by the teachers to formalize the Instructional Supervisory Framework within the City Schools Division of Sorsogon were as follows:

1. School principals must be given the tools they needed to manage the human resources in their institutions effectively.

2. To answer the expanding demands of education and to broaden participants' perspectives on the improvement of teachers and learners, offer regular training and seminars to school principals.

3. Teachers should always have access to technical support for lesson planning, teaching resources, lesson delivery, learners' evaluation, and classroom management.

4. More technical support should be offered, as well as proactive training to meet the needs of both teachers and learners.

5. Lessen the additional work that teachers must do by allowing them to concentrate on classroom instruction or the teaching-learning process.

## 5.2 Principals

The activities proposed were:

1. Conduct re-training for school heads and training for master teachers for the mastery of the content, coverage, and implementation of the IS Framework to have a deeper understanding to ensure its successful implementation.

2. The creation of a merger/integration of and between IS framework and the COT in order not to duplicate the tool to be used.

3. The provision of technical assistance and IS implementation across governance levels for continuous mentoring and monitoring.

## Conclusions

Based on the findings and interpretations presented, the researcher formulated the following conclusions:

1. Instructional supervision enhances teachers' competence in lesson planning, preparing teaching learning resources, lesson delivery, learners' assessment, and classroom management.

2. The application of ISF is efficient, beneficial, motivating, and timely for the teachers.

3. The school principals have a favorable assessment of the IS implementation. They can keep an eye on the learners' and teachers' daily schedules and activities ensuring quality transfer of learning.

4. The gaps and problems faced in the implementation of ISF are time constraints, limited funding, lack of resources, teacher and learner attitudes, teachers' attitudes toward taking feedback, inadequate or subpar classrooms, and difficulty creating differentiated assessment tools.

## Recommendations

From the findings, the following are the recommendations:

1. Re-training for school heads and training for master teachers be conducted for the mastery of the content, coverage, processes, and implementation guide of the IS Framework and to have a deeper understanding to ensure its successful execution.

2. The creation of a merger/integration of and between IS framework and the COT in order not to duplicate the tool employed.

3. The ISF implementation and provision of technical assistance should be across governance levels for continuous monitoring.

4. The proposed management plan be implemented for the institutionalization of the RV Instructional Supervisory Framework in the Sorsogon City Division.