# REDESIGNING THE INSTRUCTIONAL SUPERVISION FRAMEWORK IN THE NEW NORMAL: CHALLENGES AND OPPORTUNITIES AS PERCEIVED BY SECONDARY SCHOOL HEADS

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## ABSTRACT

There is a change in the way of teaching today due to pandemic. However, giving quality education is still the main goal of the Department of Education whatever the mode of teaching is. Thus, instructional supervision should be strengthened in assisting teachers especially today that there is a sudden shift from the old normal to the new normal. This study aims to determine the experiences of the school heads in the conduct of their instructional supervision, their strategies used in helping and assisting teachers during distance learning which will serve as a basis in redesigning instructional supervision framework.

A mixed-method design using explanatory sequential design two-phase was utilized. Respondents of the study were 25 secondary school heads in Eddis II in the Division of Bulacan. A purposive sampling technique was applied to select the respondents of the study. A 5-point Likert scale survey questionnaire and interview guide questions were employed. The instruments used were validated by three experts and had undergone pilot testing. The study employed a computer administration collection of data.

Results of the study showed that school heads experiences on observation in terms of (1) online synchronous necessitates a good internet connection as well as knowledge on the use of many online learning platforms which is "Highly Observed by the school head (2) in video lesson, school heads "Highly Observed" that making video lesson increases teachers' ICT competence and creativity (3) in the LAC session, school heads "Highly Observed" that teaching strategies and content of the lesson are the focus of the observation. In addition, school heads "Highly Observed" that the schedule and type of observation to be conducted depends on the teacher's choice, follows strictly the classroom observation tool provided by the Department of Education, conduct supervisory conferences right after observing the teachers, discusses teacher's weaknesses and difficulties based on the conducted observation, online coaching and mentoring, learning activity sheets and summative assessments are being checked, peer coaching and mentoring through LAC is highly encouraged, provide positive feedback and suggest some points that can be adopted by the teacher. Also, school heads employed different strategies in conducting instructional supervision during pandemic.

Based on the results of the study, a designed framework was developed, and it was also concluded that school heads were able to find new methods and utilized different strategies on how they can efficiently conduct instructional supervision during distance learning. The different strategies employed by the school heads aim to help teachers to face the new ways of teaching. Collaboration among the school heads and the teachers was established.

## INTRODUCTION

Education plays a vital role in the life of an individual. Through education, it can eradicate illiteracy, it can help people develop to their full potential, and be able to live in today's world. It is one of the reasons why parents work hard just for their children to be educated. According to the 1987 Philippine Constitution, every Filipino has the right to education. People do not only have the right to access education more so the quality of education.

Today, the Philippines is facing a health crisis due to coronavirus disease (COVID- 19) which brought many changes and challenges in the education system. Though the Philippines is facing a pandemic, education must continue according to the DepEd Secretary, Leonor M. Briones (2020). In the new normal, face-to-face discussion is not permitted however, educating students can be done using different learning modalities such as modular distance learning, online distance learning, blended modality, through radio and tv programs (DepEd Memorandum DM-CI-2020-00162). Based on DepEd Memo 0012, "Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021, modular distance learning may be adopted by learners either through Digital Modular Distance Learning (DMDL) or Printed Modular Distance Learning (PMDL). Learners with devices at home like a laptop, tablet, desktop may adopt DMDL where self-learning modules (SLM) are stored in digital format like PDF, education videos, audio lessons, and e-SLM while learners who will adopt PMDL will use printed SLM. Online Distance Learning can be adopted when both teachers and students have devices like smartphones, tablets, computers, desktop computers, and internet connectivity. Different DepEd recognized Learning Management System (LMS) can be used such as Edmodo, Google Classroom, Schoology, Moodle, and other LMS where software allowed by the school to use is present. Television/Radio-Based Instruction (TV/RB) shall be used in areas with access to television and radio stations network. Blended Distance Learning is the use of any sub-categories of distance learning.

Instructional supervision plays a vital role during this time of pandemic. This is to ensure that teachers are competent on the challenges brought by the current situation in the delivery of quality education to learners. Aside from the challenges of this pandemic, a study conducted by Maiyaroh et. al 2021, Philippines was in the 78th out of 79 countries participated in the Program for International Student Assessment (PISA) in 2018. Based on this study, teachers are considered as one of the components of the learning system which determines student learning outcomes. Different studies showed that teachers have a great impact on the performance of the students. Thus, to improve student achievement, it is necessary to improve teachers' competence and this can be done through instructional supervision.

Every educational institution in the country is working hard to increase the academic performance of the students. The challenge that the other institution that are facing today is also the challenge that the DepEd Bulacan is also facing. The agency aims to strengthen the instructional supervision of the school leaders in Bulacan especially today that education is in the form of distance learning. Thus, different strategies, innovations and re-designing instructional supervision framework is necessary to meet the present challenges in the education.

The delivery of instruction and ensuring that education will continue despite the pandemic lies on the hands and teamwork of school administrators, internal stakeholders, and external stakeholders. Even before the pandemic, the school principal plays a major role in the school setting. Naido (2019) stressed that principals should ensure that effective teaching and learning takes place since it is considered the core business of the school. According to Victor and Emetarom (2017) supervising and motivating workers is central to management support practices. Sule et al. (2015) opined that the school head is responsible for developing and maintaining teachers' competence. School heads perform supervisory activities such as checking of teachers' lesson notes, scheme of work, pupils' notes, teachers' punctuality, teachers' regularity in class, classroom observation, demonstration, conferencing, workshop, micro-teaching, moderation of examination question papers, and moderation of marking schemes among others. For the school head to perform these tasks, they need to have supervisory capacity. In addition, a regular and continuous instructional supervisory practice than snappy, unscheduled, and partial supervision is much needed especially now that there are a lot of changes in the curriculum (Sule et al. 2015). The school principal is responsible for improving the instructional delivery of the teachers through supervision as claimed by Chidi (2017). According to DeMatthews as cited by Naidoo (2019) principals become effective instructional leaders when they analyze the existing curricula and their implications to teachers' teaching strategies and student performance. Naidoo and Petersen as mentioned by Naidoo (2019) argue that principals become effective instructional leaders when they engage teachers on different teaching strategies and practices that may result in improvement in students' performance.

Instructional supervision can be defined as the technical monitoring and professionally guiding teachers and learners in promoting instructional delivery within the school (Victor & Emetarom, 2017). Victor (2017) stressed that instructional supervision does not only provide technical assistance to teachers but it also helps in identifying the strength and weaknesses of the teachers in the teaching-learning process. In this context, instructional supervision can be successfully done through the teamwork of teachers and school principals. It is the aim of supervision to facilitate learning through planning, devising ways of improving teachers professionally, and releasing their creative abilities and talents so that they will improve learning situations (Gishiwa et

al. 2019). While on the study of Sterret et al. (2020) supervision is seen as an event that is mandated, scheduled, sometimes hurried, and often nominally descriptive or simply administrative rather than a process.

This study will be useful in the field of educational management since it will set down various strategies of leadership that can be adopted whatever will be set up in the education system. Also, the study will show the importance of flexibility of leadership.

This study aims to help school principals in upgrading their instructional supervision that would fit any challenges and changes in the education system be it face- to-face or distance education through the constructed framework.

**Method**

The researcher utilized a mixed method design using explanatory sequential design- two-phase method. According to Aramo 2013, mixed methods research is an approach which combines both the qualitative and quantitative forms to answer the research questions. According to Edmonds and Kennedy (2017), explanatory sequential design is a two-phase mixed methods design which starts from quantitative then followed by qualitative to explain the result. By doing this, the researcher was able to determine the initial information or processes that schools heads are doing in conducting supervision in this time of pandemic through survey questionnaire. Then, the results of the initial findings were further explained by employing qualitative data collection. In this study, online distribution of survey questionnaire was facilitated first to the school heads in Eddis II. Results of the survey was analyzed using MS Excel. Then, an online semi-structured interview was used to further explain the result. Answers from the respondents were analyzed and were used in developing a framework for policies and implementing guidelines of instructional supervision in the new normal set-up.

**Respondents of the Study**

The respondents of this study were the secondary school heads who faced the different challenges and were able to develop interventions in the delivery of instructional supervision in this time of pandemic. All schools in the division of Bulacan use distance learning to continue the delivery of education despite the threat of COVID-19.  However, only the secondary school heads in Eddis II were the respondents of the study. Eddis II has an average number of schools among the four Eddises that can represent the schools in the Division of Bulacan for this study. Eddis I has 22 schools with no tech-voc school, Eddis II has 25 schools with 2 tech-voc schools, Eddis III has 27 schools with 2 tech-voc and Eddis IV has 7 schools with 3 tech-voc. It was the reason why school heads in Eddis II were chosen as the respondents in the study. Also, these schools use modular distance learning and online distance learning. The study was limited to school heads in Eddis II to avoid bigger number of respondents from Eddis III and smaller number of respondents from Eddis I and IV since the study employed a computer administration collection of data. Factors that were considered were internet connection, ICT skills of the respondents, number of schools per Eddis. The researcher employed purposive sampling since all the school heads in Eddis II were the respondents of the study. It is consisted of 25 secondary school heads.

Table 1

*Respondents of the Study*

| No. | Municipality | Number of Respondents |
|-----|--------------|-----------------------|
| 1 | A | 5 |
| 2 | B | 4 |
| 3 | C | 3 |
| 4 | D | 4 |
| 5 | E | 3 |
| 6 | F | 6 |
| Total | | 25 |

**Instruments of the Study**

The researcher employed a 5-point Likert scale survey questionnaire and interview guide questions/a written interview that was given to the respondents online. The researcher used survey questionnaire to answer questions in quantitative and an online interview for qualitative questions.

The survey questionnaire and interview questions were consisted of three parts. The first part find out the experiences of the school head in the conduct of flexible learning supervision. The second part sought to find out the different instructional supervision practices that can be adopted in flexible learning by the school head in the new normal set- up of education. The last part sought to determine the interventions used by the school head in conducting instructional supervision in this time of the pandemic.

The instrument of the study was a researcher-made. The researcher drafted the survey questionnaire and the interview protocol (Appendix page 74). After drafting the instrument, it was being sent to the three experts who served as the validators of the instrument upon their approval to become validators. The validators suggested some changes for the improvement of the instrument. One of them highlighted some terms to be changed. Changes were made by the researcher (Appendix pages 76-91). The validators approved the instrument by affixing their signatures on the letter sent to them by the researcher. After validation, pilot testing was conducted. It was given to 25 participants. The result of pilot testing was subjected to Cronbach alpha to test its internal consistency reliability and it yields a score of 0.83 with an interpretation of Good Internal Consistency.

The date of the online interview was based on the time given and agreed upon by the researcher and the respondents. If respondents were not available, a written interview was sent to them.

**Data Gathering Procedure**

The researcher employed a computer administration collection of data which was in the form of survey questionnaire and written interview. This method of collecting data was utilized to secure the health and safety of the respondents and researcher due to pandemic. However, before giving the questionnaire to respondents the following were carried out first by the researcher:

1.  The researcher sought first the approval of the Schools Division of Bulacan before conducting the study.

2.  Once that the permit was approved, a letter to respondents was distributed asking for their permission to be the respondents of the study.

3.  When the chosen respondents agreed to be part of the study, they were asked to read and sign a consent form.

4.  The respondent's identities and answers were treated utmost confidentiality.

After seeking approval and securing consent form, the researcher conducted first the distribution of survey questionnaire to the respondents. The researcher sent the google form link to the respondents through a personal message and by sending to their email account. The survey questionnaire aimed to gather numeric data on school head's experiences on the conduct of instructional supervision, coaching and mentoring and the strategies used by them in conducting supervision in this time of pandemic.

To clarify and have additional information on school head's answer on the survey questionnaire, a written interview was conducted. When the respondents were done on answering the survey questionnaire, the researcher sent to them the google form link regarding qualitative questions. On this part, the respondents were given the free will to write their answers based from their experiences.

**Data Processing and Statistical Treatment**

The gathered numeric data from the online survey was entered into MS Excel using Statistical Package for Social Sciences (SPSS). The data was tabulated using frequency counts and percentage distributions. Respondents indicated their level of agreement based on the statements provided regarding (1) their experiences on observation using online synchronous, video lesson, and learning action cell; (2) their conduct of classroom observation for school year 2021-2022; and (3) strategies they used in the

conduct of instructional supervision. The level of agreement was in the form of Not Observed, Rarely Observed, Observed, Moderately Observed and Highly Observed with corresponding value of 1 to 5. The results of the percentage frequency distribution was presented into a table.

After employing survey questionnaire and having it analyzed the researcher then proceeded in clarifying and deepening the answer from the respondents through written interview to determine respondents' common answers. The qualitative data was analyzed using thematic analysis and this was utilized to further explain the findings of the survey. It is a method of analyzing people's view, opinion, experiences from a qualitative data like interview transcripts. The results from the survey and written interview were utilized in devising instructional framework in the new normal.

## Results and Discussion

Quantitative

Problem No. 1. School head's experiences on observation in terms of:

A. Online synchronous- School heads "Highly Observed" that online observation necessitates a good internet connection as well as knowledge with the many online learning platforms that the teachers utilize with a mean of 4.76 and another "Highly Observed" that teachers' ICT abilities are enhanced because of the new norm of instruction delivery with a mean of 4.84. Further, it is noted that school heads "Moderately Observed" that classroom routine is missing with a mean of 3.60 they also "Moderately Observed" with a mean of 4.20 that the teaching methods employed, as well as their alignment with the objectives, time management, activities, and assessment, should be reviewed on a regular basis. However, it is also noted that the school heads have an "Observed" response that the indicators in the classroom observation tool are often not covered in teacher discussions when conducting online synchronous.

B. Video Lesson- In a video lesson conduct of instructional observation, school heads "Highly Observed" with a mean of 4.72 that making a video lesson increases teachers' ICT competence and creativity. Further, school heads "Moderately Observed" with a mean of 4.00 that the detailed lesson plan serves as a guide in checking the teacher's flow of discussion and the observation focuses on the instructional content rather than the various tools utilized in the video. It is also noted the "Observed" response of the school heads with a mean of 3.28 that there is no feedback response method between the students and teachers also, assessment of learning is difficult to measure.

C. Learning Action Cell – School heads "Highly Observed" that teaching strategies and content of the lesson are the focus of the observation, it encourages collaboration among the teachers to improve the teaching-learning process and proper scheduling is needed following the IATF rules with a mean of 4.56, 4.76 and 4.64. It is also noted the "Observed" response of the school heads that teachers are not comfortable with observation in a LAC session scheme and some components of the lesson plan are not being carried with a mean of 3.08 and 3.04.

Problem No 2. School heads conduct of instructional supervision in terms of classroom observation and coaching and mentoring.

The school heads have a "Highly Observed" response that the schedule and type of observation to be conducted depends on the teacher's choice, follows strictly the classroom observation tool provided by the Department of Education, conduct supervisory conferences right after observing the teachers, discusses teacher's weaknesses and difficulties based on the conducted observation, online coaching and mentoring are being implemented, learning activity sheets and summative assessments are being checked to determine its congruency to the MELCs, peer coaching and mentoring through Learning action cell is highly encouraged, and provides positive feedback and suggests some points that can be adopted by the teacher with a mean of 4.32, 4.44, 4.52, 4.52, 4.44, 4.76, 4.68, and 5.00 respectively. Further, school heads "Moderately Observed" with a mean of 3.88 that aside from scheduled observation, pop-in observation is also carried out by participating in the teacher's synchronous class.

Problem No 3. Different strategies used by the school head in conducting instructional supervision during pandemic.

School heads "Highly Observed" that they check on teacher's learning activity sheets and weekly home learning plan, they check on teacher's summative assessment, monitor the results of summative assessment, they conducted informal interview with the parents during retrieval and distribution of module, organize online kamustahan with the students per quarter, monitor teacher's schedule of classes, and check on teacher's remediation or intervention with a mean of 4.60, 4.56, 4.56, 4.36, 4.32, 4.68, and 4. 56 respectively. Also, it is noted that school heads "Moderately Observed" that they conduct a pop-in observation in the synchronous class of the teacher and call the teacher and ask him/her questions about the methods he/she employed in his/her

lesson based on his/her detailed lesson plan with a mean of 3.64 and 3.60. Furthermore, the school heads have an "Observed" response that they join in the group chat of the teacher and the students.

Problem No 4. What framework could be developed from the existing instructional framework based from the results of the study for policy calibrations and implementing guidelines that can be used in instructional supervision to fit distance learning?

A framework is developed which aims to help school heads in the conduct of instructional supervision during distance learning which will improve the teaching performance and students' academic performance.

Qualitative

Problem No. 1. Experiences of the school head in the conduct of distance learning delivery modality supervision.

The school heads conducted instructional supervision through an online synchronous, video lesson, and through Learning Action Cell (LAC). School heads experienced problems with internet connection and technical difficulties in an online synchronous observation. Also in a video lesson, school heads instructional observation through this is affected by an intermittent connection, no teacher-student interaction, and difficulty to assess students learning. Further, in LAC observation school heads experienced problems in making schedules through this and only a few teachers can participate.

Problem No. 2. Instructional supervision practices that are adopted in distance learning by the school head in the new normal setup.

School heads adopted some practices in the old normal that they used in the new normal. Some of the practices are conducting pre-and post-observation, use of evaluation tools, and use of STAR observation. Also, they utilized feedbacking mechanisms.

Problem No. 3. Interventions used by the school head in conducting instructional supervision in time of pandemic.

In this time of pandemic, aside from the given guidelines from the Department of Education regarding classroom observation, school heads utilized other ways of conducting their instructional supervision. They employed feedback mechanisms such as surveys and checklists regarding the performance of the teachers. These are given to the parents and students. In addition, they organized consultations with stakeholders through regular meetings, meeting with parents and students, and online kumustahan. Through this, school heads will be able to know from the school stakeholders the needs to be improved in the teaching-learning process in distance learning. Also, school heads checked on the instructional materials of the teachers such as the ready-made videos, teacher's learning plan, pre-recorded online classes, and even the assessment used by the teachers. They also conduct observation and informal interviews. This is to determine the different strategies used by the teachers.

## Conclusion

The following conclusions were drawn based on the results of the study. The conclusions are related to the Scientific Management Theory of Frederick Taylor. School heads were able to find new methods and utilized different strategies on how they can efficiently conduct instructional supervision during distance learning. The different strategies used by the school heads through their instructional supervision during distance learning aim to help teachers now that they are facing new ways of teaching since students are learning while staying in the comfort of their homes. Collaboration among the school heads and the teachers were established.

1. School heads experienced some difficulties in conducting instructional supervision through the online synchronous, video lesson and through Learning Action Cell. Some of the problems encountered are problems in the internet connection, technical difficulties, assessing students learning, scheduling, and teachers' participation. School heads also observed that some parts of the classroom routine are missing as well as the teacher-student interactions. However, it is also noted that teachers are able to develop their ICT skills during this pandemic, and collaboration among teachers was developed.

2. School heads utilized different ways in the conduct of their instructional supervision and coaching and mentoring during distance learning aside from the guidelines given by the Department of Education. Also, they employed strategies from the old normal to the new normal which they found useful to adopt during this time.

3. School heads use different strategies in conducting their instructional supervision. They also implement some interventions on how they will be able to determine the teaching- learning process in distance learning.

4. A devised framework for instructional supervision is being drawn.

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