



IMPLEMENTATION OF SCHOOL BASED INSTRUCTIONAL SUPERVISION PROGRAM: LIVED EXPERIENCES OF ENGLISH TEACHERS

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ABSTRACT

The main purpose of this study was to discover the instructional supervision and pedagogical practices as major strategies used by English teachers who were currently teaching in public secondary schools. A total of ten participants were considered in this study who had more than two years of teaching experience in selected public junior high school in Sulop Davao del Sur. Moreover, I used a qualitative phenomenological approach in this study. Phenomenology is a form of qualitative research that delves into non-numerical data, utilizing interviews and observation notes. To gather focused, qualitative textual data, I used semi-structured interviews. This method combined the flexibility of unstructured, open-ended interviews with the directionality and agenda necessary for producing insightful data (Schensul, et al, 2019). Significantly, this study explored the challenges and benefits related to the implementation of a School-Based Instructional Supervision (SBIS) program, focusing on three key themes: lack of adequate professional development and training, flexibility in adjusting teaching strategies, and the impact of supportive supervision on teaching quality. Findings reveal that teachers often face significant barriers due to insufficient training and professional development opportunities, hindering their ability to effectively implement instructional strategies. However, the study also highlights the importance of flexibility in adjusting teaching methods to meet the needs of diverse classrooms. Additionally, supportive supervision was found to enhance teaching quality by providing ongoing feedback and fostering a collaborative environment for continuous improvement.

KEYWORDS- Implementation, School Based, Instructional, Supervision, Program, Lived Experiences, English Teachers

INTRODUCTION

School teachers have a common challenge in providing high quality education to their students. Those challenges can be linked to instructional supervision, teaching behavior and low learner performance of students. Therefore, it has been identified that the primary purpose of instructional supervision process is to support and sustain all teachers in their goal of professional development, which ultimately results in quality instruction. Such growth and development rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms.

This study focused on two main concepts: instructional supervision and pedagogical practices. According to Tesfaw and Hofman (2024), in Canada instructional supervision is the supervision carried out by the head teacher, subject heads, and other assigned supervisors in a school to provide guidance and support to teachers. Instructional supervision as the continuous monitoring of classroom teaching with the aim of not only promoting professional practices but also enhancing professional development in a collegial and collaborative style.

In Germany, pedagogical practices refer to the various types of tasks, ways of working, or types of activities and practices, which guide effective teaching and learning. Such practices include among others: preparing well in advance relevant schemes of work, lesson plans, lesson notes, and teaching aids; prompt setting of written and practical exercises; prompt and careful evaluation of all written and practical exercises; provision of feedback to learners on assessments, and undertaking of remedial teaching to ensure effective learning. In this study, the researchers borrowed the definition of pedagogical practices from Lakkala and Llomaki (2021); thus, pedagogical practices were characterized by whether a teacher in English makes schemes of work, draws lesson plans, and so on.

Holton (2021) found out that in Jeddah employed not highly qualified teachers and seldom attend training and seminar workshops. As a result, attendance may be associated with questionable teachers' classroom performance, obstructing an appealing source of research. More importantly, in the Dubai Schools Inspection Bureau (DSIB) inspected The Philippine School in Dubai, UAE, for the overall quality of education based on the UAE School Inspection Framework. The overall result was weak. In other words, the quality of performance is below the expectations (DSIB, 2017). Though the claims, as mentioned, will not speak for the entire PSOs, it could be considered valid and evident that the same patterns may be discovered from any other PSOs' adherence to educational practices.



In the Philippines, according to Zepeda (2020) she mentioned that instructional supervision occurs in two main ways, namely: classroom observations (formal and informal) and portfolio supervision. Formal observations according to Cogan (2020), occur when a school head teacher or any other administrator sits in the classroom to conduct lesson observations. Such observations start with the supervisor holding a pre-observation conference with the teacher before the actual lesson observation occurs; and later, end with a post-observation conference. Informal classroom observation meanwhile occurs when the head teacher or any other administrator makes a short visit to class when the teacher is conducting a lesson and such visits are intended not necessarily to evaluate the teacher but rather to gather information on the curriculum and the teacher's pedagogical practices (Downey, et al, 2024).

Portfolio supervision on the other hand refers to the review of the teacher's artifacts such as the teacher's statement of belief on teaching, sample lesson plans, results of tests, schemes of work, samples of student work, career goals, journals, and such things like lesson notes (Zepeda, 2020). In this study, the researchers borrowed the definition of instructional supervision from Zepeda whereby instructional supervision was characterized by classroom observations and portfolio supervision.

Otherwise, the impact of poor educational practices is enormous, particularly on the part of Filipino graduates, who may form the next generation of OFWs. Therefore, it is undeniable that there are untold dilemmas in the educational practices of Philippine schools overseas that have never been put on paper to be shared with others. This notion profoundly piqued the researcher's interest in assessing the teachers Instructional Supervision and the pedagogical practices among elementary students during the pandemic (Mezirow & Jack, 2019).

According to the Department of Education Region 11, supervision of instruction is important for the realization of an effective education system. Supervision of instruction may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning. Egunyomi (2021) observed that instructional supervision is the interaction between supervisor and the tutor to effectuate the quality of instruction. Instructional supervision implies the analysis of the behavior, and teachers' antecedent factors of the two groups in the interaction process and proposition, which seek to explain the interaction process itself (Maisyaroh, et al, 2021).

LITERATURE REVIEW

Instructional supervision and pedagogical practices specifically aim to improve the quality of learning carried out by teachers. So that, in the end, it can enhance the quality of schools and education. Based on the research results by Alemayehu (2022), teachers benefit from instructional supervision for continuing professional growth. Maisyaroh et al. (2021) found that instructional supervision has a dominant effect on variations in learning models and teacher learning materials in schools. The supervision process analyzed in this study is divided into planning, implementation, and evaluation. Planning The instructional supervision program for teachers begins with the formation of a supervisory team by the principal.

Teachers while working experience new pedagogical practices and implement them in their schools when they come home. Work experience positively influences the professional development of teachers. The experience of teaching brings about changes in the teaching methods of teachers. Teaching experience develops global awareness of teachers thus teachers change the content of the lessons by including references from the countries where they worked so they improve their teaching. Teachers with international experiences develop their cultural awareness and they use their awareness to motivate learners for better accomplishment in the classroom through using authentic materials, pictures, and stories about their overseas experiences (Evans, 2024).

Pedagogical practices are the practices that educators need to be well aware of in promoting student learning. The major factors that need to be put into practice in shaping pedagogical practices are research, reflections, documentation, and learning. Research needs to be conducted through various sources, i.e., the internet, books, articles, projects, reports, and other reading materials (Germain, 2019).

The educators make visits to other educational institutions as well and communicate in terms of pedagogical practices with other educators (Oonyu, 2019). Reflections are referred to the change of direction. Reflective teaching means that one takes a look at what one does within the classroom setting. Furthermore, the individuals think in terms of the causes that lead to the implementation of various tasks and activities. Reflective teaching is an example of professional development. Documentation is referred to any communicable material that is used to describe, explain, and instruct regarding the attributes of the objects, systems, or procedures.

The instructors as well as the students need to emphasize documentation in their job duties and tasks. Learning is a lifelong concept. Individuals are required to learn continuously throughout their lives. In leading to the up-gradation of the pedagogical practices, the individuals need to learn and generate awareness in terms of various factors (Musaaazi, 2020).

According to Malunda (2018), new pedagogical practices can prove to be effective and worthwhile in bringing about improvements in the system of education and achieving academic goals, particularly when the individuals are well-equipped in terms of the usage of technologies. In other words, a computer-centered learning environment needs to be created within educational institutions at all levels. When the students are well-equipped in terms of the usage of



technologies, they can facilitate self-guided learning. For instance, they have not been able to acquire an efficient understanding of lesson plans and need to work on a homework assignment.

In such cases, when they make use of the internet, they can understand the concepts and prepare their homework assignments. This shows that the use of technologies has been effective and worthwhile. The teachers, particularly in secondary institutions make sure that the students develop the competencies and abilities needed in monitoring their performance. When the students are pursuing master's and doctoral programs, they need to ensure that they are not dependent upon their instructors for each and everything and learn to monitor their performance on their own. Furthermore, teamwork is promoted. The students are encouraged to work in a team. Therefore, it is comprehensively understood, that pedagogical practices are regarded as efficacious and encouraging to the overall system of education (Onen, 2019).

Research Questions

In this particular context, instructional supervision process has become an integral component and process in the functioning of every school, therefore, research questions are presented this way:

1. What challenges do teachers encountered in terms of school-based instructional and pedagogical support in teaching English?
2. What mental adaptation used by the English teachers on the issues encountered in implementing school-based instructional supervision and pedagogical program?
3. How do teachers value the significance of school-based instructional supervision and pedagogical practices in teaching English?

METHODOLOGY

Research Design

I used a qualitative phenomenological approach in this study. Phenomenology is a form of qualitative research that delves into non-numerical data, utilizing interviews and observation notes. To gather focused, qualitative textual data, I used semi-structured interviews. This method combined the flexibility of unstructured, open-ended interviews with the directionality and agenda necessary for producing insightful data (Schensul, et al, 2019).

I provided specific details of the research procedures so that future researchers could generalize the results to other situations. I offered extensive and careful descriptions of the time, place, context, and culture of the study to develop transferability, which is the qualitative equivalent of external validity in postpositivist research (Mertens, 2019). In this section, I discussed the interview approach, explained my role as the researcher, and described the sampling method and ethical considerations.

Research Participants

A total of ten participants were considered in this study who had more than two years of teaching experience I selected public junior high school in Sulop Davao del Sur. The qualifications for research participants in this study were designed to ensure relevant and insightful contributions to the research. Participants had a minimum of two years of teaching experience, which guaranteed they had sufficient exposure to and familiarity with instructional supervision practices and pedagogical strategies. This experience was crucial for providing informed perspectives on the effectiveness and challenges of the school-based instructional program.

Additionally, participants were actively engaged in teaching within the context of the school-based program, ensuring that their insights were directly applicable to the study in Sulop, Davao del Sur. This criterion ensured that participants were well-positioned to discuss the nuances of instructional supervision and its impact on their teaching practices. By selecting participants who met these qualifications, the study aimed to gather comprehensive and practical insights into the implementation and effectiveness of the school-based instructional program.

These participants were divided into two groups for the in-depth interviews and the focus group discussion. Five participants joined the in-depth interviews (IDI), while the remaining five participated in the focus group discussion (FGD). All data gathered during the IDI and FGD were recorded and transcribed to summarize the participants' responses in an organized manner. Below are the inclusion criteria for the participants.

Research Instrument

I followed Patton's (2020) recommendation to conduct interviews to uncover aspects that could not be directly observed. In qualitative research, I used interviews not merely to obtain answers but to understand the experiences of the participants and the meanings they derived from those experiences (Seidman, 2018). While qualitative studies often used unstructured, open-ended interviews for their flexibility and responsiveness to emerging issues, I employed semi-structured interviews to obtain more focused information when needed (Schwandt, 2021).

Semi-structured interviews allowed me to combine the flexibility of unstructured, open-ended interviews with the directionality and agenda necessary to produce focused, qualitative, textual data (Schensul, et al, 2019). In this study, I used semi-structured interviews to explore how to improved teaching quality through various pedagogical practices and instructional supervision. I aimed to describe their experiences, strategies, and outcomes in promoting effective instructional supervision and pedagogical practices in the country where they taught.



To ensure consistency in the information collected, I used an interview guide. This guide included open-ended questions and topics to structure the interview while allowing me to explore, probe, and ask additional questions as needed to clarify and expand on specific topics. The guide helped me make interviewing multiple participants more systematic and comprehensive by defining in advance the issues to be explored (Patton, 2020). I framed the open-ended questions so that participants could express their views and perspectives in their own words and direct the conversation.

Since my study focused on subjects in their natural setting, all interviews were conducted virtually using Google Meet at times convenient for the participants. I tape-recorded all interview sessions for transcription purposes. When necessary, I used follow-up interviews after transcription to clarify meanings or delve deeper into specific areas.

Data Analysis

I conducted the data analysis using qualitative methods to address the research questions of my study. To answer the first and second research questions, I analyzed the interviews through content analysis, identifying themes from each interview. For the third research question, I created a rubric and checklist to assess the progress of students and their increased willingness to adopt effective instructional supervision and pedagogical practices before, during, and after the pandemic. Additionally, I explored the advantages and disadvantages of interactive slides in relation to the final research question.

The qualitative data analysis process began with organizing, reducing, and describing the collected data (Schwandt, 2021). Unlike quantitative analysis, qualitative analysis did not follow a strict formula. As noted by Marshall and Rossman (2020), qualitative analysis is non-linear and often messy, but adhering to good practices enhanced the credibility of the research. In this section, I explained the data analysis procedures and detailed the steps I took to ensure the results were credible, transferable, dependable, and authentic.

To guide my analysis, I used the seven phases of data analysis outlined by Giorgi (2006). Although Colaizzi's method involved returning results to participants a step criticized by Giorgi due to differing perspectives between me and the participants I still aimed for participants to recognize their experiences in the fundamental structure of the findings.

Descriptive phenomenology was especially useful given the limited existing research on this topic, similar to the example of recreational camping. Colaizzi's method, with its systematic approach, was employed, offering a clear and thematic structure that was more accessible than Giorgi's "distilling" style.

I started by becoming familiar with the data through extensive readings of the interviews, reviewing them at least three times, following Hatch's (2022) recommendations.

After initial readings, I reviewed the data through a specific typology or framework. Typologies, as defined by Patton (2020), are classification systems that break down aspects of the world into categories. I used themes from the literature review as constructs to interpret the data, coding it into five categories based on these themes.

Once coding was complete, I re-examined the data, writing analytic memos to document my thoughts and insights. This stage involved interpreting the data to uncover significance and meaning in the teachers' instructional experiences, identifying key themes, recurring ideas, and patterns. As themes emerged, I interpreted them to find connections and significance, linking the interviews to derive meaning. I was also mindful of alternative explanations within the data, evaluating these possibilities before finalizing my interpretations.

RESULTS AND DISCUSSION

This chapter revealed a summary of the themes identified during data analysis and discussed the relevance of the identified theories in relation to the overall results. The findings were examined in detail, offering insights into how the theoretical frameworks were applicable to the study's outcomes. The analysis highlighted key patterns and connections that emerged from the data, helping to contextualize the research within existing academic literature.

Implications

The implications of this study are multifaceted, particularly in relation to the three major themes that emerged: lack of adequate professional development and training, flexibility in adjusting teaching strategies, and improved teaching quality through supportive supervision. These themes are closely tied to key educational leadership theories, including James Spillane's instructional leadership theory, Bernard Bass's transformative leadership theory, and the constructivist theories of Jean Piaget and Lev Vygotsky. Understanding these relationships is essential for improving instructional practices and supporting teacher development within the context of school-based instructional supervision.

The theme of "lack of adequate professional development and training" reflects a critical gap in the growth of English teachers. Teachers in the study expressed that insufficient training and professional development opportunities hindered their ability to effectively implement instructional strategies and assess student learning outcomes. This finding has significant implications for instructional leadership. According to Spillane's instructional leadership theory, leadership must be distributed across multiple actors within the school, rather than relying solely



on principals or administrators. This suggests that the responsibility of providing adequate professional development should be shared, with teachers actively engaging in collaborative learning and feedback processes. If the instructional leadership is to be effective, it must ensure that teachers have access to continuous professional development that addresses their needs and promotes pedagogical growth.

Similarly, the theme of flexibility in adjusting teaching strategies is closely aligned with the idea of transformational leadership, as proposed by Bernard Bass. Teachers noted that the ability to adapt their teaching methods in response to student needs and classroom dynamics significantly contributed to their effectiveness. Transformational leaders inspire their followers to go beyond their self-interests and embrace a vision for greater achievement. In this context, instructional leaders who embody transformational leadership can inspire teachers to adopt a mindset of continuous improvement and adaptability. Furthermore, these leaders provide the autonomy and support needed for teachers to innovate in their practice. The ability to adapt strategies, as emphasized in the study, aligns with Bass's view that leadership involves creating an environment where change and flexibility are embraced to improve teaching and learning outcomes.

Subsequently, the improved teaching quality through supportive supervision was a central theme in the study, highlighting the importance of constructive feedback and guidance. Teachers reported feeling more confident and competent when supervisors provided regular, meaningful support rather than merely evaluating their performance. This aligns with the constructivist theories of Jean Piaget and Lev Vygotsky, which stress the importance of active engagement and social interaction in learning. Constructivist theory suggests that knowledge is constructed through interaction and reflection, and teachers benefit from supervisory relationships that provide opportunities for reflection, dialogue, and problem-solving. When instructional leaders create a supportive environment that fosters these interactions, teachers are better able to improve their practice and enhance teaching quality.

From the perspective of Spillane's instructional leadership theory, the implementation of a school-based instructional supervision program should not only involve monitoring and evaluating teachers but also actively engage them in decision-making processes about their teaching. Spillane emphasizes the importance of a shared leadership model in which both teachers and administrators collaborate to make instructional decisions. This model of leadership supports the findings of the study, which suggest that English teachers need more than just top-down supervision they need opportunities for professional growth through collaboration, peer support, and leadership development. This could result in a more sustained improvement in teaching quality, as teachers feel empowered and supported by the school's leadership.

In relation to Bass's transformational leadership theory, the study's findings suggest that leadership within the school must focus on motivation and morale. Transformational leaders who provide individualized consideration and intellectual stimulation can create an environment where teachers feel valued and motivated to grow professionally. This theory is particularly relevant when considering the lack of professional development noted in the study. Supervisors who adopt a transformational approach can make a significant impact by not only providing training opportunities but also by fostering a culture of professional learning where teachers feel empowered to innovate and take risks in their teaching practice.

The constructivist perspectives of Piaget and Vygotsky further illuminate the relationship between the themes of the study and instructional supervision. Both theorists emphasize the importance of scaffolding and social interaction in learning. In the context of school-based instructional supervision, these theories suggest that supervisory practices should focus on providing support that enables teachers to reflect on and modify their instructional approaches. Supervisors should act as mentors and facilitators, guiding teachers through reflective practice and collaborative learning processes. This type of supportive supervision is vital for creating a culture of professional growth and continuous improvement, as teachers are encouraged to construct their own understanding and develop their teaching practice through interaction with peers and supervisors.

Finally, the study has broad implications for the future of instructional supervision programs. The themes identified lack of adequate professional development, flexibility in adjusting teaching strategies, and improved teaching quality through supportive supervision should guide the design of future school-based programs. By integrating instructional leadership theory, transformational leadership, and constructivist learning principles, schools can create more effective supervision programs that address the real needs of teachers. This holistic approach can help bridge the gap between teacher expectations and leadership practices, leading to better student outcomes and a more dynamic, responsive educational environment.

Future Directions

The future directions of the study are rooted in the need for further exploration and development of the three key themes that emerged from the research: lack of adequate professional development and training, flexibility in adjusting teaching strategies, and improved teaching quality through supportive supervision. Future studies should aim to address these themes in greater depth, exploring their interconnectedness and impact on teacher effectiveness and student outcomes.

One potential direction is to investigate the specific professional development needs of English teachers within the context of school-based instructional supervision. Future research could focus on the types of training that would be



most beneficial for teachers, such as subject-specific methodologies, technology integration, and classroom management. Moreover, it would be valuable to explore how school-based professional development programs can be better aligned with teachers' needs, considering factors such as their teaching experience, subject area, and individual teaching styles. Longitudinal studies could also track the long-term impact of professional development on teacher performance and student achievement to determine the most effective strategies for supporting teachers' growth.

Another important area for future research is the role of flexibility in adjusting teaching strategies. Future studies could investigate how teachers adapt their teaching approaches in response to various classroom challenges, such as diverse student needs, learning styles, and the integration of technology. Research could explore the specific strategies that teachers find most effective in creating flexible learning environments and how instructional supervision programs can support this adaptability. It would also be useful to examine the role of collaborative planning and peer observation as tools for encouraging teachers to experiment with and refine their teaching strategies. Studies that compare different school environments, such as urban versus rural schools or schools with different levels of resources, could provide further insights into how flexibility in teaching strategies can be fostered in various contexts.

Additionally, exploring the impact of supportive supervision on teaching quality and teacher morale is another promising direction. Future research could look into the effectiveness of different forms of supervision, such as coaching, mentoring, and peer feedback, and how these methods contribute to teacher development. Understanding the specific types of feedback and support that teachers find most valuable could help refine instructional supervision programs. Furthermore, studies could explore the impact of leadership styles on teachers' perceptions of support and their ability to improve teaching practices. Research could focus on how school leaders can cultivate a supportive environment where teachers feel empowered to experiment with new methods and approaches, leading to improved classroom practices.

The role of collaboration in school-based instructional supervision should also be explored in future studies. Research could examine how collaborative relationships between teachers, supervisors, and peers impact the effectiveness of instructional supervision programs. Collaborative supervision models that emphasize shared responsibility and mutual learning could provide valuable insights into how instructional leadership can be distributed and how it can enhance teaching quality. Future studies could also look into how schools can create more opportunities for professional learning communities (PLCs) and peer mentoring, which have been shown to contribute to teachers' professional growth.

Future research should also consider the broader context in which instructional supervision takes place, including the school culture, teacher autonomy, and resource availability. Studies could examine how these contextual factors influence the implementation and effectiveness of school-based instructional supervision programs. Understanding the school's organizational climate and the way in which school leadership supports instructional practices could provide a fuller picture to best design and implement these programs.

Lastly, examining the impact of instructional supervision on student outcomes is a critical future direction. While this study focused on the lived experiences of teachers, further research could investigate the relationship between teachers' professional development, teaching strategies, and student achievement. Longitudinal studies that track changes in student performance as a result of improved teacher practices could provide valuable evidence of the effectiveness of school-based instructional supervision programs. Moreover, research could explore how student feedback and engagement might also play a role in shaping the development of instructional practices through supervision.

In conclusion, future directions for this study should focus on deepening the understanding of the themes of professional development, flexibility in teaching strategies, and supportive supervision. Research should explore the intricacies of these themes within the diverse contexts of schools, aiming to identify best practices and strategies for creating more effective instructional supervision programs. Ultimately, this would provide valuable insights into how schools can better support English teachers, leading to improved teaching quality and student outcome.

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