

Schools Heads' Role in School-Based Instructional Supervision in the Public Secondary School Towards Learning Action Cell (LAC) Framework

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Abstract

There have been multiple empirical shreds of evidence that leadership can impact school performance, student achievement, student outcome, as well as work performance and morale of the staff. Yet, it was not made clear which competencies of leadership can greatly explain school performance. The study aimed to determine the extent to which the school heads perform their instructional supervision role in the classroom, teacher observation, teacher visitation, and demonstration. The research also aimed to identify the influence of instructional supervision of school heads on teachers' competence. At the end of the study, the researcher aimed to propose a Learning Action Cell Framework. To achieve these objectives, the researcher used a descriptive method of study using survey questionnaires as the main tool. After collecting primary data, the researcher found out that School Heads perform their tasks and duties well especially during class observation as part of the instructional supervision roles. Most respondents agree to a very high extent that during teacher visitation, school heads conduct pre- and post-observation conferences, conduct walkthroughs along classrooms, and mentor teachers on content and pedagogy and student disciplines. Moreover, this study also revealed that teacher demonstration including the teacher's competence in the teaching and learning process is greatly influenced by the instructional supervision role of School Heads as reflected by the responses given by the respondents. Based on the findings it is concluded that classroom observation provided evidence of a positive learning environment, effective classroom management, engaging and challenging instruction, student collaboration, and student creativity.

Keywords: Instructional Supervision, School Heads' role, Descriptive, Division of Batangas District of San Juan