

District-School Standing: Basis for Supervisory and Technical Assistance Plan of the District Supervisors

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Abstract: This study aimed to develop a supervisory and technical assistance plan of the district supervisor in Sta. Teresita District, Division of Batangas with a purpose to upgrade the competencies of all school heads and teachers in the district. It specifically looked into the evaluation of the performance and standing of the district-school for the past three years, determining the extent on how the respondents improved their skills in delivering services in connection to; pupils development, Staff development, Physical development, School-community relationship and determines what intervention plan that may be applied by the district supervisor in providing technical support to school personnel in the district to achieve the desired performance. Descriptive method of research was used in this study utilizing a researcher-made questionnaire. One hundred sixty-eight (168) district personnel of Sta. Teresita were the respondents of the study. It is believed that among the problems encountered in every school particularly the performance and standing thus, it is the interest of this study to determine how to solve the particular issues and concerns and apply the necessary plan for the development of all learners. The study revealed that there is a good manifestation in line to the performance indicators, but learners' performance/standing in academic competition and participation to co-curricular activities are low. There was a minimal issues on learners with special needs. On the other hand, schools have programs and projects to reduce the drop-outs. There is a high evident in the implementation of plan for the areas that need strengthen the interest and behavior of the learners. The researcher recommended a proposed intervention plan to school heads as technical support in school administration.

Keywords: Supervisory plan, Technical assistance, District standing, Performance.

1. Introduction

The Department of Education has tremendously exerted efforts to address the gaps and achieve primary quality universal education for every Filipino. One of the strongest arms in the basic education implementation is the R.A. 9155, Basic Education Act of 2001. The empowerment and capacity building programs among educational leaders are organized and implemented to address rapid demands and needs of educational institutions particularly the public educational

system. It was also clearly discussed in the abovementioned Republic Act that the school administrators are responsible and accountable to the learning outcomes of the school clientele. This act ensures leadership empowerment that could facilitate effective teaching and learning process to increase performance outcomes. Every learning center is endowed with unique rights to decentralization of powers to fully exercise and responsibilities through shared governance that would ignite their services in attaining the quality education.

As mandated; the instructional leaders being the pillars of the educational system play as the instructional supervisor, communicator, resource allocator, and technical assistance provider. They share their knowledge about instruction by observing teachers and providing feedback on how they can improve their instructional and management skills. The assistance they extend to school heads may take the forms of pointers or guidelines.

The new curriculum in the country's educational system requires that the competencies of teachers must give them flexibility in providing students connections within the local and global community. The decongested K to 12 Curriculum allows them to master the content and competencies that they will develop among their students, and will make them focus on their areas of expertise. Teachers, who are provided with appropriate in-service training to implement this curriculum will then have the capability to develop a new set of learners in the 21st century.

In this regards the researcher as the district learning leader of Sta. Teresita District would like to evaluate how far the gaps in a particular activity versus on the basis from the past school years that need to sustain which seem a great contribution to the target goal particularly in connection to the pupils' development, staff development, and school- community relationship. The researcher also would like to determine the reality on the problems which served as hindrances on how to run smoothly the school system in achieving the expected outcomes of the school clientele. This research could be the best instrument in determining the action to be taken by the

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district supervisor in making district activities, programs and implementation of projects that would be sustained to the needs of every school.

2. Research Objectives

This study aimed to determine the standing of the district-school as basis for the supervisory and technical assistance plan of the district supervisor in Sta. Teresita District, Division of Batangas.

Specifically, the study sought answers to the following objectives:

1. Evaluates the performance and standing of the district-school for the past three years (2017-2018, 2018-2019 and 2019-2020)
2. Determines the extent to which the respondents improved their skills in delivering expected performance in connection to:
 - a. Pupils development
 - b. Staff development
 - c. Physical development
 - d. School-community relationship
3. Determines intervention plan that may be applied by the district supervisor in providing technical support to school personnel in the district to achieve the desired performance of the school

3. Method

The study employed the descriptive (quantitative) type of research. This is also an action research since it is a form of investigation designed for use by the researcher which according to (Parson and Brown, 2002), is an attempt to solve problems and improve professional practices. The action research's main source of data was researcher-made questionnaire which was validated by experts and tried out. The research instrument consisted of three parts. Part I dealt with the past performance and standing of the school-district for the past three school-years. Part II dealt in determining what extent the teachers and school heads improve their skills in delivering expected performance in connection to pupils development; their professional development; physical development of their respective school and their school-community relationship and Part III dealt with the problems met by the respondents in attaining the desired performance of the district-school.

Frequency, ranking and weighted mean were used in the study to interpret and analyze the data. The research locale was the Sta. Teresita District, Sta. Teresita, Batangas, one of the low-income and smallest municipalities in Batangas province.

4. Results and Discussion

From the data, the following findings were obtained.

A. Performance Indicators (S.Y. 2017-2018, 2018-2019, & 2019-2020)

Most of the respondents assessed the performance indicators in completion rate, graduation rate and participation rate with composite weighted means of 4.69; 4.58 and 4.47 respectively

and interpreted to very high extent. The respondents found that school leaver rate, repetition rate as shown by the composite means of 2.37 and 1.92 respectively and interpreted to low extent and the dropout rate with composite weighted mean of 1.00 and interpreted to very low extent.

Table 1
Learners' performance indicators
(S. Y. 2017-2018, 2018-2019, 2019-2020)

No.		S.Y. 2017-2018		S.Y. 2018-2019		S.Y. 2019-2020		Composite	
		Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation	Average	Verbal Interpretation
1	Dropout rate	1.45	Very Low	.85	Very Low	.69	Very Low	1.00	Very Low
2	Participation	4.50	Very High	4.61	Very High	4.30	High	4.47	Very High
3	Repetition rate	1.12	Very Low	2.41	Low	2.28	Low	1.94	Low
4	Transition rate	4.29	High	4.23	High	4.16	High	4.23	High
5	Cohort Survival rate	4.27	High	4.20	High	4.04	High	4.17	High
6	Completion rate	4.71	Very High	4.65	Very High	4.70	Very High	4.69	Very High
7	Graduates rate	4.74	Very High	4.52	Very High	4.48	High	4.58	Very High
8	School leaver rate	2.05	Low	2.53	Moderate	2.53	Moderate	2.37	Low
9	Promotion rate	4.67	Very High	4.36	High	3.64	High	4.19	High
	Average		3.53	High	3.50	High	3.42	High	

B. Performance Standing in Academic (S.Y. 2017-2018, 2018-2019, & 2019-2020)

Respondents cited that in pupils achievement in academic they performed to high extent in Edukasyon sa pag-uugali this was indicated by composite weighted mean of 3.92 and followed by Filipino- 3.82; Mother tongue-3.80 and Edukasyong Pantahanan at Pangkabuhayan-3.63 composite weighted mean. It was also interpreted that in Science and English have the lowest perception with composite weighted means of 3.45 and 3.49 respectively.

On the other hand, respondents assessed the reading comprehension of the learners both in Filipino and English are in high extent with weighted means 4.19 and 3.5 respectively.

C. Learners' Performance Standing in Competitions

Based on the data, the respondents assessed that in the district level in moderate extent with a composite weighted mean of 3.11, it may be concluded that in this area the learners moderately performed in competitions. Both in division and area level the learners performed in low extent with 2.17 and 2.14 composite respectively. On the other hand, the respondents assessed the performance of the learners in competitions for the regional and national levels in very low extent with a weighted composite means of 1.29 for regional level and 1.49 for national level.

D. Learners' Performance in Co-Curricular Activities

The school heads and teacher-respondents perceived that in co-curricular activities particularly in sports development the pupils performed in moderate extent in the division level with 2.45 extent with composite weighted mean of 2.45 while both low in district and area levels with composite weighted means of 2.92 and 2.06 respectively.

On the other hand, they perceived that the children participated in moderate extent in the division level for scouting activities with 3.06 composite weighted mean, while they participated low in the district level with a composite weighted mean of 2.41. Furthermore, they assessed that the participation of the learners in regional and national level in very low extent with composite weighted means of .61 and .33 respectively.

E. Learners with Special Needs

Based on the respondents assessment, learners who are suffering for severe poverty with composite weighted mean of 1.93 and interpreted to low extent, ranked first. It was followed of learners who are malnourished with composite weighted mean of 1.77 then the third in ranked is children with family problem such as, who belong to broken family, children of solo parenting with composite weighted mean of 1.57 and interpreted to low extent. It was also seen that the respondents were assessed that there were children who are frequently absents with a composite weighted mean of 1.35 and interpreted to very low extent.

F. School Intervention for Pupils Development

Based on the respondents assessment, they encouraged the learners to participate indifferent school activities, it has 4.70 weighted mean and interpreted to very high extent. They also used the learners previous experiences and context in delivering lesson with a weighted mean of 4.69. It was followed of they have manifest mastery of the subject matter with a weighted mean of 4.67 to very high extent too. Participation in different contests and competitions, encouragement for study habit and provide relevant teaching aids and devices to reinforce learning were done to very high extent with 4.57. A composite mean of 4.56 implies that the respondents' description on how they implements activities for the learners to strengthen their interest and behavior.

G. Staff Development for the Upgrading of Knowledge and Skills of the Learning Facilitation for Learners Development

The respondents perceived themselves that they identify appropriate learning objectives, strategies and accompanying materials in the plan based on the curriculum with weighted mean of 4.59 and interpreted to very high extent. The respondents also perceived themselves that they support their co-teachers by sharing teaching techniques and experiences. This is in high extent too with weighted mean of 4.57 and it was followed of they undergo continuing and advance professional training at least once a year with a weighted mean of 4.44. This is interpreted to high extent. The composite mean of 4.32 indicated that the respondents' knowledge and skills in learning facilitation were in high extent.

H. School Physical Development

Based on the respondent's assessment, they assured good supply of electricity from national power corporation in very high extent with a weighted mean of 4.53. On the other hand they perceived in high extent that they assured the internet connectivity from well-known provider in the area with a weighted mean 4.45. They also in high extent in assuring and

guarantees that school buildings, grounds, and facilities are safe, clean, healthy and with adequate water and sanitary facilities with a weighted mean of 4.44. A composite mean of 4.32 implies that the respondents description of their assurance on the school physical development.

I. School-Community Relationship

The respondents perceived themselves that they present the schools accomplishment to stakeholders during school meetings and assemblies in very high extent with a weighted mean of 4.56. It was also found out that they care about the children's safety not only within the school premises abut also on their way to and from school was in high extent with a weighted mean of 4.49. Posting of SRC in school bulletin boards and other public areas manifested to high extent and with a weighted mean of 4.45. The composite mean of 4.27 revealed that the respondents was in high extent.

5. Conclusion

1. Learners' performance indicator in drop-out rate is very low, while in repetition rate and school leaver rate are low for three consecutive school years.
2. The respondents were describing that participation rate, completion rate and graduation rate are very high. Learners' performance of academic in Edukasyon sa Pag-uugali, Filipino, Mother Tongue and Edukasyong sa Pangtahananat Pangkabuhayan were in high extent. Assessment on performance in reading comprehension the learners were high extent in Filipino.
3. In learners' performance/standing in academic competition Sta. Teresita District is low while in participation for sports and scouting activities for the area, division, region and national level the learners performed in low extent.
4. Furthermore there were low in number for the learners with special needs. On the other hand, the schools implement plan and activities to strengthen pupils interest and behavior in learning with very high extent. They also implement the necessary programs and projects for school physical development in high extent as well as in developing the school-community relationship to high extent too.

6. Recommendations

1. The proposed intervention plan may be presented to school administrators of Sta. Teresita for review prior to its implementation.
2. Similar research may be conducted to study other ways of providing technical support to school heads and teachers.

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