

BIBLIOGRAPHY

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ABSTRACT

The study determined the levels of effectiveness of classroom supervision practices on teacher's performance as perceived by the administrators and teachers in Bauko, Mountain Province; the extent and frequency of use of the different types of classroom supervision; the preferences of administrators and teachers on the types of classroom supervision and the alternative practices and a model based on the suggestions by the teachers and administrators to improve classroom supervision in Bauko, Mountain Province.

The findings showed that practices under note taking, post conference, giving assistance, ways of giving comments and recommendations and other practices were very much effective. Some practices were not effective such as announcing negative comments during meetings, criticizing teachers within the hearing of pupils, fault finding, snooping and interrupting teachers during lessons. Announced, unannounced and invitational/call visits were much utilized by the administrators. The types of classroom supervision often utilized by the administrators were announced and unannounced while invitational and drop in supervision were seldom utilized on the part of the teachers. The

administrators most preferred type of supervision was unannounced while the teachers most preferred type was announced. The least preferred type of supervision was drop in supervision. The alternative practices were all preferred by both administrators and teachers to improve the classroom supervision in Bauko, Mountain Province.



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INTRODUCTION

Background of the Study

The history of school administration and supervision reveals that the role of the administrators and supervisors changes in accordance with the needs, available knowledge and conditions of time. The concept of school administration and supervision has undergone changes in the Philippines as to functions and philosophy, controlling administration in general and supervision in particular. In the early days, from 1901 to 1924, administration and supervision were inspectorial in character, and the methods used were dictatorial and coercive. They inspected the buildings, grounds and equipments. They even checked the attendance and enrolment of the pupils. From 1925 to 1941, emphasis was placed on the improvement of the curriculum and the improvement of instruction through the training and guidance of the teachers. The instructions of new subjects like Music, Arts, Adult Education, and Home Economics in the elementary and the secondary school curriculum led to the development of special supervisors. Special supervisors expanded rapidly in Manila and in larger divisions. At present, administration and supervision are conceived as “an expert technical service primarily concerned with studying, improving, evaluating teaching-learning situations, and the conditions that affect them.” It becomes synonymous with democratic leadership which stresses the dignity and worth of the individual,



promotes the general welfare, and proceeds through the method of intelligence through cooperative action (Solmerin, 2003).

Punzal (1997) stated that one of the most important factors in the success of the educational program is supervision, essence and implication of which to the school system is the analytical evaluation of instruction. The improvement of classroom instruction is not the responsibility of the classroom teacher alone nor of those officials vested with supervisory functions, but a cooperative undertaking between the supervised and the supervisor. Teachers are supposed to be well prepared in their jobs. In spite of this requirement, still there is a need for teachers, especially the new and those assigned in the far-flung barrio schools, to be regularly supervised. Not that they are presumed to be complacent in their work but supervision is for the purpose of continuously upgrading their competencies in the discharge of their duties and responsibilities. Supervision is the Principal's major function. The Department of Education through the service manual, made definite provision thus:

“No principal can be successful who fails to supervise his teachers properly. Administrative duties are important, but the principal make good or fails according to success or failure as a supervisor of classroom instruction... The principal is expected to spend a large portion of each day in the classroom of the teacher. It is obviously implied here that the principal's position is a major one in determining the quality of education provided by a school. He holds the key that can unlock the door of possibilities for realizing the aims and ends for which schools are established.”



When principals are placed in an evaluative role, they often focus on superficial issues because the teacher denies them access to the real issues and dilemmas he or she faces daily. This predicament can be very discouraging to the principal because it demonstrates lack of trust in the relationship and because there is little hope for having significant conversations with the teacher that will lead to meaningful instructional improvement. Lack of interpersonal skills by the principal can also lead to lack of trust and respect by the teacher in the evaluation process. Due to their lack of comfort and confidence, administrators sometimes neglect to do anything about evaluation and supervision of teachers at all. Principals with integrity and courage to be honest with themselves realize that they are not the source of knowledge. They know that they are not superhuman and they are tired of pretending that all the answers reside in themselves. Because of current practices in the field or perhaps because of the pressure of school boards or the public for accountability, principals are forced to subscribe to and carry out practices that do not reflect their own values and beliefs. It is time for a change (Beerens, 2000). These are the reasons why this study was conducted. It determined whether classroom observation in public elementary schools in Bauko, Mt. Province helped improve teacher instruction and whether the administrators developed good relationships with the teachers through implementing supervision practices.



Statement of the Problem

The study sought answers to the following questions:

1. What are the levels of effectiveness of the classroom supervision practices on teacher's performance as perceived by the administrators and teachers in Bauko, Mountain Province?
2. What is the extent and frequency of use of the different types of classroom supervision in Bauko, Mountain Province?
3. What are the preferences of the administrators and teachers on the different types of classroom supervision in Bauko, Mountain Province?
4. What alternative practices or model are suggested by the administrators and teachers to improve classroom supervision in Bauko, Mountain Province?

Objectives of the Study

The general objective of the study was to find out the status of classroom supervision practices of the administrators in Public Elementary Schools in Bauko, Mountain Province. Specifically the aims were:

1. To determine the levels of effectiveness of classroom supervision practices on teacher's performance as perceived by the administrators and teachers in Bauko, Mountain Province.
2. To determine the extent and frequency of use of the different types of classroom supervision in Bauko, Mountain Province.



3. To determine the preferences of administrators and teachers on the types of classroom supervision in Bauko, Mountain Province.

4. To determine the alternative practices and to come up with a model for the administrators and teachers to improve classroom supervision in Bauko, Mountain Province.

Importance of the Study

To the school administrators, this study would give the supervisors, principals, and head teachers effective ideas regarding favorable practices in classroom supervision that contribute to the teaching-learning process. Through this study, they would also learn to understand their teachers better and be more sympathetic to them.

To the policy makers, results of this study will serve as the basis for selecting supervisory topics, emphasis of which is on classroom observation for discussion during staff development programs and for in- service programs. They would be of help in the formulation of more realistic policies which is conducive to both teaching and learning.

To the teachers, that they will gain knowledge and insights in classroom observations and to apply it on supervising student teachers and to prepare them to become administrators.

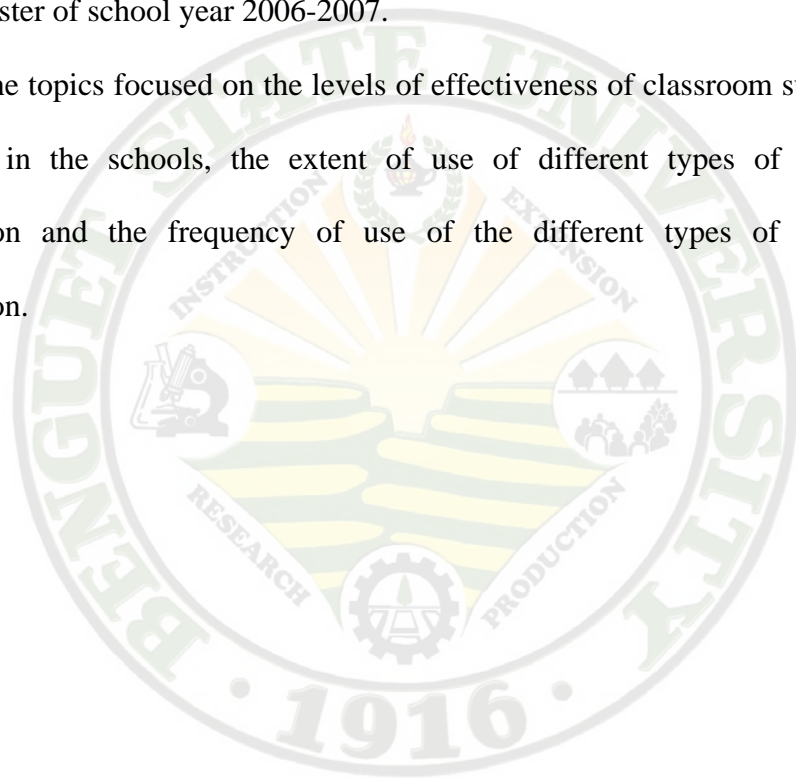
To researchers, to gain an understanding of the basic principles and practices to be followed in observing the teaching- learning situation.



Scope and Delimitation of the Study

This descriptive research on classroom supervision practices is delimited to 16 administrators and 126 teachers in Public Elementary Schools in Bauko, Mt. Province. It is delimited to sixteen (16) administrators because they were only the full time administrators in the whole District. The study was conducted during the first semester of school year 2006-2007.

The topics focused on the levels of effectiveness of classroom supervision practices in the schools, the extent of use of different types of classroom supervision and the frequency of use of the different types of classroom supervision.



REVIEW OF LITERATURE

Supervision and Observation

One important technique for learning about effective teaching is observing capable teachers at work in their classrooms. Observing is a skill that needs to be developed in order to yield the best results. As education professors and authors Michael Morehead and David Cropp (1994) suggest, “Observation which is conducted by the pre-service teacher without the benefit of a prescribed structure ... may not assist in the development of a future teacher.” One needs to know what to look for and how to be objective in one’s analysis (Reed, 2001).

Caruso (1999) as cited by Lumibao points out that supervisors assist in increasing the control, authority, and responsibility they have for their own teaching and professional development, whereas evaluation “sums up” the effectiveness of a staff member’s performance against certain predetermined standards and, in some cases, can lead to pay raises or promotions. Some supervisors, directors, educational coordinators, lead classroom teachers and classroom assistants feel uncomfortable about the dual role of supervision/evaluation and need special help in dealing with what seem to be conflicting roles. Numerous observations with rich data collection by both the supervisor and the teacher, followed by a conference where the teacher takes the lead role in interpreting and analyzing the observation data and both individuals discuss what



and how to adjust practices, prepare both for the evaluation step. That will be the time when the supervisors observe, gather, and organize data, only this time it is the supervisor who interprets the data and makes judgments about performance. Through out the entire supervision/evaluation cycle, there is individualized goal setting and planning for training for each teacher. As a result, not only is there a formative supervisory process leading to a summative assessment, but also the basis for an individualized staff development plan folded into the package.

Wiles and Lovell (1975) believed that a supervisor must be the type of person teachers want for a friend. He must be approachable, genuine and sensitive to the way others feel. He added that the basic goal of supervision is the improvement of the learning situation for children. If any person does not contribute to effective learning in the classroom, his existence in that position cannot be justified. He also believes that supervision consists of all activities leading to the improvement of instruction activities related to morale, improving human relations, in service education and curriculum development.

Gregorio (1961) further states that supervision plays an important role in the school system. It is a form of a democratic leadership which serves as clearing house of the work in the field. It demands teachers to be creative. According to him, administration touches on the plan of the school building, selection and employment of teachers and the purchase of equipment and other materials, the final objective of which is the most effective learning on the part of the pupils.



Supervision, on the other hand functions in the implementation of the teaching-learning situation. It is directly concerned with the teacher, the learning conditions and the child, while administration and supervision are two distinctive functions; they are correlative, coordinate and complementary functions with the main objective of making the best possible teaching and learning conditions for both teachers and pupils.

Beach (1990) strongly supported the previous views that effective supervision respects the individuality of people, their temperament, dignity and job assignment. In addition, they also recognize the group as a whole and the influence of the group on the individual, their values, norms and loyalties.

According to Briggs (1978) administration and supervision are interrelated; they cannot be separated in function. Administration is intended to facilitate instruction, whereas supervision is to do programs for more effective learning but both are essential for leadership functions.

According to Miranda and Gow (1994) supervision is the function of assuring that action is taking place correctly in and efficiently. Its objective is currently in progress of completion. In other words, the purpose of supervision is to determine whether the individual who is responsible for the action understands the information and directions that were given to him previously, and whether he is following them satisfactorily.



Montgomery (2002) further states that observation in its specialized sense is not a set of comments or thoughts of a person looking at a lesson. Observation is the act or practice of noting and recording facts and events as they happen.

Picpican (2002) stated that supervision is the administrator's services, primarily aimed at studying and improving cooperatively all factors that enhance educational growth and development.

Classroom Supervision Practices

Past practices in supervision and evaluation suffer from serious deficiencies. For many years, the hierarchical "factory" model of check and inspect has been the dominant model of teacher evaluation. Acheson and Gall (1987) credit this development historically to early 18th century "inspectors" whose job was later assumed by a "principal" teacher at each school. They report that, despite many other models having been advocated over the years, many principals still view their supervisory role as that of inspector.

Beerens (2000) explained that there are two cartoons that illustrate well the problems from an administrator's and a classroom's perspective. In the first cartoon, the nonplussed administrator stands and watches as teachers dance on the stage under the title "Teacher Performance Appraisal." Certainly, teachers can put on a good show with a tried-and-true "sure winner" lecture or teaching activity for the benefit of the administrator doing the observation. How many times a



week would a teacher's classroom need to be observed to get a true picture? Probably, many times that the administrator could fit into the schedule. The second cartoon shows a startled teacher looking wide-eyed at a Principal who says, "Your evaluation is based on what you do in the next 30 seconds. Go!" Obviously, this tactic is not fair to the teacher, but from a principal's viewpoint, that is sometimes about how much time one supposes is available, given all the other responsibilities of the job. To make matters worse for administrators who have been conscientious, Schmoker (as quoted in Mashall,1996) tells us that "conventional evaluation, the kind the overwhelming majority of American teachers undergo, does not have any measurable impact on the quality of student learning. In most cases, it's a waste of time."

According to Wajnryb (1993) cited by Forster in Classroom Observation Tasks, the following are the guiding principles for classroom observations:(1) establish trust, (2) be aware of classroom dynamics (3) avoid generalizations, (4) decide on purpose of the observation (5) provide follow- up to the evaluation.

Sanchez (1990) also enumerated the likes and dislikes of teachers in supervision, namely: classroom supervision should be announced ahead of time, critiquing and giving feedback must be given personally after class. Their dislikes also are to frequent supervisory visit, loopholes are announced during the district meeting and prolonged presence of the observer in the classroom.



Bersamina (2000) stated in his study on Administrative Practices in the secondary schools of Cordillera Administrative Region that the extent of implementation of administrative practices needs further improvement. A paradigm shift in the administrative practices should be considered to cater to the needs in the different areas of development program for teachers must be considered. A relevant training for teachers must be conducted to improve their instructional skills or teaching competencies.

Mabelin (1995) stated that an administrator provides day-to-day direction to his subordinates. He should make his subordinates feel that they want to do the best out of their job. He determines how well have all the jobs been done as well as the progress made toward their goal.

Satlow (1994) stated that the visitors in supervising or visiting classrooms should not only evaluate the teacher but also point out aids that can be used to enhance teaching, pinpoint trouble areas, and strengthen the confidence of the teacher. The Principal, as an infrequent visitor, views the teaching situation from a perspective that is different from the teachers. He further adds that the ultimate outcome of classroom visitations is the improvement of the learning situations for the benefit of the students. On the other hand, he may feel that it is better to observe the teaching of different subjects so that he has a better overall picture of the teacher's ability.



Gregorio (1961) stated that to be effective, classroom visit should be followed by conference, either individually or by group. The conference should suit the individual needs and specific situations, and must be carefully planned. The supervisor should be careful in handling discussion and he should reassure the teacher of her professional success. The conference should be a give and take discussion where the teacher is to voice out her opinion. It is in the conference where the supervisor should establish the teacher's confidence in his goodwill, judgment, and competence as a supervisor. Visitation by the supervisor is almost a certain way to develop feelings of insecurity in the teacher. She will react very much as the child in her group reacts when he is called upon by her to recite. Performances which are evaluated by a supervisor always necessarily disturb the performer. However, the teacher must be taught to bear in mind that the visitation of the supervisor offers her an opportunity to demonstrate her ability to recite, if one wishes to call it that, or to show "what she has on the ball." Few educators propose that the recitation be abolished because of traumatic effects upon children, yet some experts in supervision make a special case for teachers and advocate the curtailment of the classroom visit by supervisors. He also stated the supervisor must not criticize the teacher before or within the hearing of the pupils and other teachers otherwise the pupils will lose their respect for their teacher.

From the AMDF material (1993) it was stressed that the instructional leader supervises the staff, using strategies that focus on the improvement of



instruction. He does it by documenting instructional performance of teachers, conducting post conference that include developmental objectives suggested by the staff members with evidence of continuity in clinical supervision.

Gist (1934) gives the strategies of supervision under the following: teacher diagnosis, pupil diagnosis, diagnosis of curricular activities, and survey of methods in instruction, budgeting of time in supervision, classroom visitation, teachers meeting and conference, demonstration teaching, professional growth, teacher-pupil relationship and evaluation of supervision.

Torres (1986) postulated that the qualities of interpersonal relationships laterally and horizontally are perceived to have influence on work. Good relations with superiors motivate workers to do a good job, whereas negative interpersonal relationships discourage workers. In effect, the positive nature of workers interpersonal relations would encourage reciprocal assistance.

Beach (1990) believed that a successful supervisor is one who is able to blend the forces within the group in such a manner as to channel them toward the goals of his department and of the total organization. He works with the group and does not threaten them.

Madali (1984) also alleged that the Principal should provide the necessary supervisory program if the teachers under his charge are expected to develop to the highest level of professional attainment that is within the realism of possibility



to teach. Further, the Principal should not only build an image of supervision but must practice it as a part of day-to-day activities.

Sta. Maria (1984) found out in her study that: (1) Practices on classroom visits and observations like school head welcoming teachers and parents, school head disapproving teaching without lesson plans and discussing with the teachers his observation were perceived by the teachers as full accordance or 100%. (2) Majority of the teachers believed that school officials perform practices related to conferences on classroom methods like supervisors encouraging teachers to use audio-visual materials, holding of group conferences by the supervisor after his visits and supervisor encouraging teachers thru exchange of ideas on classroom techniques. (3) The conduct of in service teaching and the practice on classroom visits were very helpful in the exercise of their profession and performance of functions.

Viray (1986) claimed that a good Principal seeks his teacher's opinions, makes them experiment on projects they like and gives them free hand in the management of their classes.

Rosenshine (1973) stated that the responsibility of the Principal is to know all information contained in the classroom observation guidelines and to demonstrate the skills essential for effective observation and evaluation of teachers. The principal is assigned the main responsibility for the appraisal of teachers within the school. It will be the responsibility of the principal to



coordinate the observation/evaluation process for the teachers in his or her building. The principal will strive to provide appropriate resources that are necessary for effective teaching.

Simon and Boyer (1970) stated that the pre-observation conference begins the process of collaboration. As in any research project, the collaborators will need to discuss and agree upon the purpose of the investigation. Once that observational data have been collected, the observer meets with the teacher to analyze the results and reach a collaborative judgment about what action might be taken in response to the data. The observer gives a copy of observation notes to the teacher for consideration prior to the meeting.

Sergiovanni (1975) further stated that regular scheduled conferences following classroom observations and collecting data from various sources is the next step in the supervisory cycle. Whether during the formative evaluation periods of the supervision process or after the regularly scheduled summative assessment, a planned conference provides the forum for discussion and decision making, just as the formative and summative conferences, each serving a unique purpose.

According to National Union of Teachers (2004), observations should not take place in a negative atmosphere. They should be conducted in a supportive and professional manner and should be neither intrusive nor threatening. The union believes that teachers should be given at least five days notice of the



observation of any lesson; feedback may take a number of forms. In many cases, a brief discussion after the class has been dismissed will be sufficient. In other words, where it is agreed that there is a need for a more detailed analysis, a suitable opportunity should be agreed as soon as possible after observation. Lastly, reports arising from observations should be kept secure and remain confidential to the observer and the observed.

Tanner (1987) emphasized that it is the principal not the supervisor who provides day-to-day supervision and knows the needs of teachers. The Principal must get inside the classroom, keeping in mind at all times that teachers need all the support they can get. The attitude itself must be helpful. Teachers must bring enthusiasm and excitement to their teaching. They are more likely to do so when the Principal is optimistic and enthusiastic.

Types of Classroom Supervision

It stated in the National Association Of Private Catholic and Independent Schools Newsletter (2004) that it is always appropriate for the teacher or administrator to announce to the students at a time prior to the observation that once the administrator is situated in the classroom, he may otherwise carry on as though he is not there. It is always a professional courtesy to announce to the faculty that they will be observed, even when the intent is to pop in to a class unannounced. Another form of visitation is the interruptive or scheduled drop-in



where the administrator addresses or otherwise interacts with the class for five or ten minutes. Again, it is always a professional courtesy to announce to your faculty that these interruptive drop-ins are going to occur, either in specific time or within the next week or so.

Gregorio (1961) stated that the scheduled visit is apt to be formal. The teacher generally knows well in advance of the scheduled visit and purposes accordingly. The teacher thus prepares materials and instructions to enable the supervisor to analyze the problems he has in mind. There is no waste of time when the supervisor arrives in the scheduled visit. Briefly, the disadvantage of the scheduled type of visitation is that it tends to disrupt the regular schedule of the school, creating an irregular situation and places the supervisor in the position of a ruler whose coming must be announced in advance for the sake of a special preparation.

Cross (1987) wrote that observation maybe announced or unannounced. Announced observations require that a written copy of the lesson plan be provided to the observer. Teachers are to receive notification of announced observation at least one day in advance. All other observations require lesson plans.

Derije (2001) found out in her study that the objectives of supervision in public elementary schools in San Quintin were very much attained; the types of supervision were often practiced in the study area. She recommended also based on her findings that administrators should discover ways by which they can use



the strategies of supervision effectively and administrators should endeavor to implement fully the functions of supervision relative to the teaching-learning process.

Maceda (2000) found out in her study that classroom observation was being undertaken but these were quite often. The findings imply a need to conduct more classroom observation since this is contributory to the success of teaching-learning process. The administrators should therefore be encouraged to conduct more observations using the different types which they think can bring out an objective evaluation of the teaching-learning process. This is important because in so doing the strengths and weaknesses of the classroom teachers that can be looked into are remedial measures for better teaching-learning process. The announced visit will give a chance to the teacher to be prepared but the unannounced visit will allow the administrator to look into the real teaching-learning process going on. With this, it is expected that this can help in the attainment of the objectives of observation.

Bartley (1953) emphasized that invitational supervision was introduced to counteract the evils inherent in inspectional supervision. Under the invitational type of supervision, the person invited by the teacher, supervises her and evaluates her only upon her requests. Making him responsible for rating her in any formal way might destroy some of his popularity with her, particularly if



there was any chance of his rating her teacher low. He probably would be invited only when the teacher has something unusually outstanding to show him.

Frequency of Use of Classroom Observation

Punzal (1997) found out in her study in “The Use Of Criterion-Referenced Instructional Supervision Strategy in the Division of Quezon City” cited in the Modern Teacher, (1997) that in the frequency of use of supervisory practices based on CRISS, the supervisors choose item 18, “evaluated teacher’s performance” fairly as always accomplished. The principals consider as always done item 15, “commends good work observed” and the teachers selected item 12 “encourages teachers to grow professionally” as always performed by their principals. Lowest in rank is item 6, “acts as a resource person” as the least practiced. So therefore, she recommended that supervisors should always act as resource persons. Principals should always assist teachers in analyzing the results of their teaching and principals should orient new teachers of their duties and responsibilities.

Gregorio (1961) emphasized that classroom visitation, to be effective, must be made more frequent so that the school head’s presence in the classroom would be felt as a routine, and an everyday activity of the class. This is one way of relieving the teachers and the pupils of nervous tension. The pupils’ and the teacher’s constant contact with the supervisor breeds familiarity, making his



presence in the classroom as a normal situation. It is the long absence of the supervisor that causes the disturbing tenseness of the class when he finally appears. Some authorities believe that fear of supervision comes often from the fact that classroom visits are too infrequent as it does from the fact that it is improperly handled. A supervisor who wishes to be human in leadership establishes himself by frequent calls as the proper approach.

Lumibao (1998) found out in her study that classroom observation is often practiced as a supervisory activity in public elementary schools in Benguet so therefore she recommended that the school administrators should conduct classroom observations periodically.

Bartley (1953) stated that teachers can be trained through frequent classroom visitations by supervisors to welcome these visits rather than fear them. Most teachers are willing and anxious to learn and seek opportunities for learning. If the supervisor's visits are always sympathetic, understanding, and constructive, teachers will solicit rather than reject the formal visitation. However, it is necessary in the case of the teacher who has abnormal fears about a visit from the supervisor to make the initial visits semi social experiences rather than traumatic instructional. The experienced supervisor will never hurry teachers into supervisory situations. He leads them to supervision rather than pushes them into it.



Aquino (1985) emphasized that the principal should be out of the office engaged in direct observation, diagnosis, and interaction concerning every phase of the school program. His program of classroom visitation, whereby all faculty members are visited periodically, includes consideration of several facets, such as preparation for the program, pre-visit conference, observation visits, and post-visit conferences.

Preferences of Teachers on Practices and Types of Classroom Supervision

Sanchez (1990) also enumerated the likes and dislikes of teachers in supervision, namely: classroom supervision should be announced ahead of time, critiquing and giving feedback must be given personally after class. Their dislikes also are too frequent supervisory visit, loopholes are announced during the district meeting, and prolonged presence of the observer in the classroom.

Adjawi (1986) has a similar stand on teacher interest to be involved in the planning of school activities that provided them opportunities for decision making and leadership.

Caoile's study as cited by Nuntaburon (1993) found out that teachers expect their Principal to be their defender, public relations officer and gives inspiration. On the other hand, Nuntaburon considers the Principal as leader in the



school and is expected to coordinate all professional activities to promote the growth of his teachers.

Navarro (1989) regarded the Filipino teacher as one who possesses great potential; and it is the supervisor to whom the teacher turns to for guidance and inspiration. She further believes that the school system needs supervisors who are cognizant of the significance of the person-to-person relationship between the supervisor and the teacher. City school teachers according to the same author want more opportunities.

According to Alvarez (1989), teachers love to work in an atmosphere of trust and friendly understanding. When they are trusted, they feel they are under obligation to do more, they feel they are co-responsible for the failure or success of every school undertaking.

Conceptual Framework

If evaluation is based upon a mutually accepted plan, follows morale-building administrative procedures, and is supervisory centered, it should stimulate teachers to promote a better teaching-learning situation and lead to self-criticism and self-improvement (Satlow, 1995).

Being a successful school administrator takes a special temperament, talent, and a little effort. They should bear in mind that the fundamental aim of



supervision is to improve the teaching- learning situation. This supervisory aim can be best accomplished through the use of the supervision practices (Naval and Aquino, 1967).

This study is anchored on the theories formulated by the authors on supervision. Supervision refers to all efforts of designated school officials directed toward providing leadership for teachers and other educational workers in the improvement of instruction.

Figure 1 shows the relationship of the variables of this study. It is assumed that there are supervision practices that affect the performance of teachers. The independent variables are the classroom supervision practices and the types of classroom supervision.

The dependent variables are the levels of effectiveness of classroom supervision practices described as very much effective, very effective, effective, and not effective. The extent of use of the types of classroom supervision described as very much used, much used, moderately used and fairly used. The frequency of use of the different types of classroom supervision are described as always, often, seldom and never. The preferences of administrators and teachers on types of classroom supervision as described are most preferred, preferred, and least preferred. From the preferences of administrators and teachers on the different types of classroom supervision and suggested alternative practices on classroom supervision, a Model of Classroom Supervision is formulated.



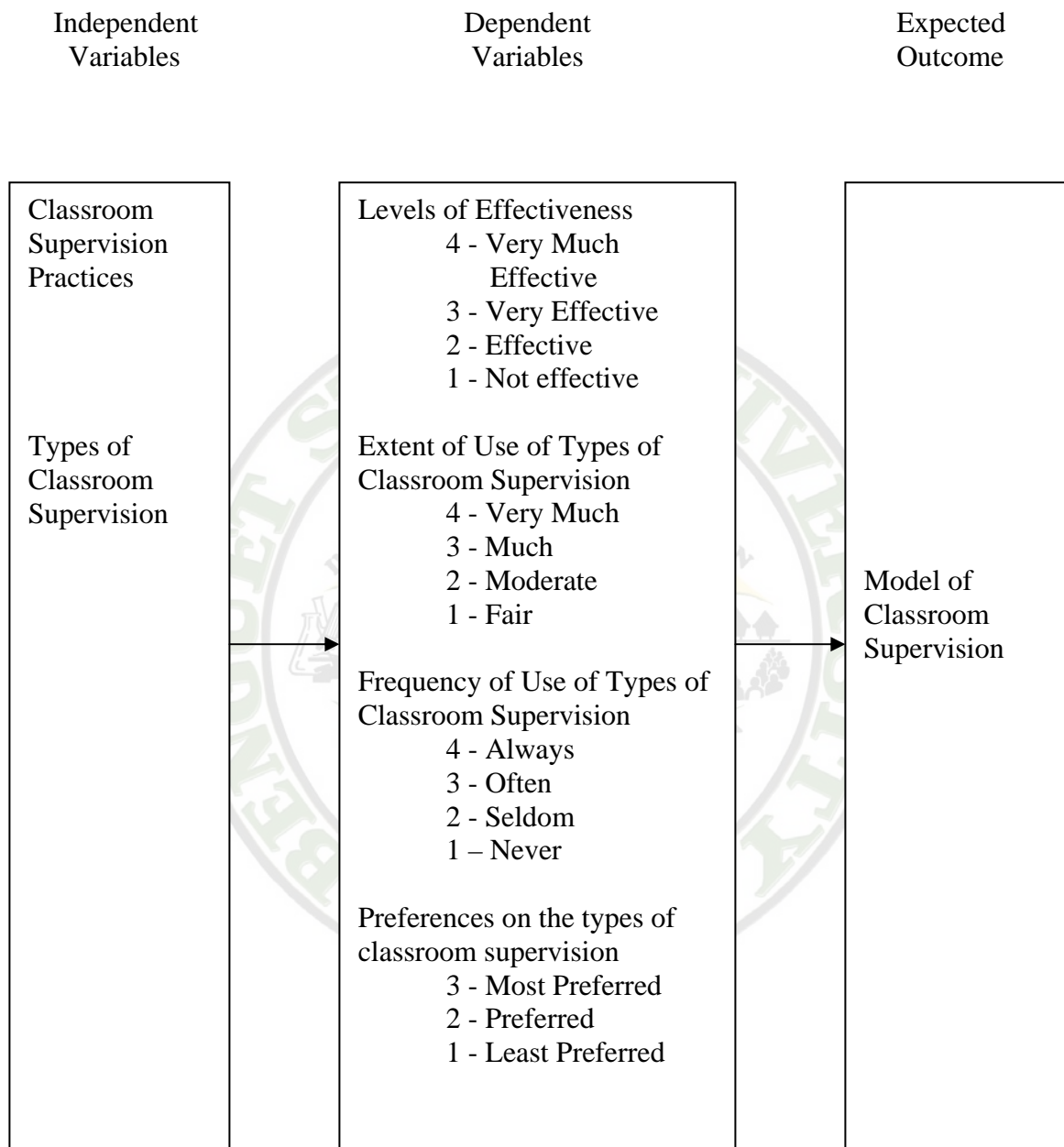


Figure 1. Paradigm of the Study



Definition of Terms

Announced Classroom observation. This refers to the kind of observation conducted by the school administrators that are scheduled in advance and are made known to the classroom teachers before hand

Call visits. It is a kind of observation wherein the teacher invites the school administrator to observe his class.

Classroom. It is where the action takes place, where all the participants involved in teaching and learning interact. It is where the lesson is usually taught and where observing teachers is done.

Classroom Supervision. Refers to the practice of evaluating teachers in the classroom as they perform the teaching act through observation.

Classroom Supervision Model. These are the alternative practices suggested by the administrators and teachers to improve classroom supervision.

Classroom Supervision Practices. It is any behavior, action, or communication of the administrator or any aspect of observation that affects the teachers as note taking, pre and post conferences, giving assistance, and ways of giving comments and recommendations.

Classroom visitation/Observation. It refers to the activities engaged by the Principal or school Administrator to improve classroom instruction as done by the



classroom teacher. It also refers to the practice of observing teachers at work teaching his/her class.

Complete Elementary School. Refers to the school that offers primary and intermediate levels with complete classroom teachers under the supervision and administration of a principal or head teacher.

Drop-in Supervision. It is a form of visitation where the administrator addresses or otherwise interacts with the class for five to ten minutes.

Extent of use. It refers to the extent of how different types of classroom supervision are used by the school administrators. It is Very Much Used when the weighted mean ranges from 3.26-4.0 and when the observer stays for one hour and more, Much Used when the weighted mean ranges from 2.51- 3.25 and when the observer stays for forty to fifty nine minutes, Moderately Used when the weighted mean ranges from 1.76-2.50 and when the observer stays for thirty to thirty nine minutes, and Fairly Used if the mean is 1.0- 1.75 and when the observer stays for twenty nine minutes.

Frequency of use. This refers to how often are the types of classroom supervision used by the school administrators. It is always when the weighted mean ranges from 3.26-4.0 and when the supervisor observes monthly, often when the weighted mean ranges from 2.51-3.25 and when the supervisor observes quarterly, seldom if the weighted mean ranges from 1.76-2.50 and when the



supervisor observes once or twice a year, and never when the weighted mean is 1.0- 1.75 and when the supervisor never observes for the whole school year.

Indirect observation. It is the kind of observation conducted by the school administrator where in he/she does not formally enter the classroom but tries to make observations as he/she passes by the classroom.

Level of effectiveness. This refers to how effective are the supervision practices on teacher's performance. It may be labeled as Very Much Effective, when the weighted mean ranges from 3.26-4.0, Much Effective when the weighted mean ranges from 2.51-3.25, Effective when the weighted mean ranges from 1.76-2.50, and Not Effective when the weighted mean is 1.0- 1.75.

Public Elementary Schools. These are the schools under the management of the government in Bauko, Mountain Province.

Preferences. These are the likes and dislikes of administrators and teachers on the types of classroom supervision. It is most preferred when weighted mean is 2.33– 3.00, preferred when weighted mean is 1.67 – 2.32, and least preferred when weighted mean is 1.0 – 1.66.

School administrators .It refers to the public elementary school principals and head teachers in Bauko, Mountain Province.

Supervision. It refers to those activities that are primarily and directly concerned with the study and improvement of the conditions which surround the



study of growth and learning of pupils and of teachers specifically classroom observation.

Teachers. This refers to all teachers teaching in elementary grade schools in Bauko, Mountain Province who manage the teaching learning process in a classroom.

Unannounced/unscheduled observation. This refers to the kind of observation made by a school administrator wherein he observes classes without any anticipation or announcement to the teacher concerned.

Hypotheses of the Study

1. There are significant differences between the perceptions of the administrators and teachers in the levels of effectiveness of the classroom supervision practices on teacher's performance in Bauko, Mountain Province.
2. There are significant differences between the preferences of the administrators and teachers on the types of classroom supervision in Bauko, Mountain Province.



METHODOLOGY

Locale of the Study

This study was conducted in public elementary schools in Bauko, Mt Province during the first semester SY 2006-2007. The municipality of Bauko as shown in Figure 2 and 3, is one of the municipalities of Mt. Province located in a hilly and mountainous area and it is the first municipality that one reaches when he enters Mt. Province via Halsema road. It is the municipality that has the biggest population. It is comprised of 22 barangays and two districts namely: Bauko District I headed by a District Supervisor having five Secondary Schools, thirteen complete Elementary Schools and five incomplete Elementary Schools. Another is Bauko II District headed by a Principal In - Charge, having five Secondary Schools, thirteen Complete Elementary Schools and five incomplete Elementary Schools. Due to lack of administrators, some schools are headed by a Teacher in charge. They are handling classes at the same time, acting as administrators of the school. Some schools are located in far flung areas where teachers need to hike going to school and even the visitors need to sacrifice by hiking due to inadequate vehicles.

Respondents of the Study

The respondents were administrators and teachers of Public Elementary Schools in Bauko, Mt. Province. There were 14 Complete Elementary Schools





Figure2. Map of Mountain Province





Figure3. Map of Bauko, Mountain Province



chosen as the respondents because these schools have their administrators while the other schools have the Teacher-In Charge who do the school reports at the same time teaching but do not perform classroom supervision. Administrators of the fourteen schools are assigned as cluster heads who do the classroom supervision in their respective area but they are obliged to report in their schools. The respondents are composed of one (1) District Supervisor, one (1) Principal in Charge, four (4) School Principals, ten (10) Head Teachers and one hundred twenty six (126) teachers. The total of respondents is 142.

Table 1. Distribution of Respondents

SCHOOLS	ADMINISTRATORS	TEACHERS	Total
1. Bacdangan Elementary	1	6	7
2. Bagnen Elementary	1	7	8
3. Banao Elementary	1	11	12
4. Bauko Central School	2	13	15
5. Bila Elementary School	1	9	10
6. Guinzadan Elementary	1	17	18
7. Leseb Elementary	1	6	7
8. Mabaay Elementary	1	6	7
9. Mayag Elementary	1	6	7
10. Monamon Elementary	1	7	8
11. Otucan Elementary	1	11	12
12. Pactil Elementary	1	6	7
13. Sadsadan Elementary	2	13	13
14. Tapapan Elementary	1	8	8
Total	16	126	142



Instrumentation

This study used a questionnaire to gather data for analysis and interpretation. The questionnaire is composed of four parts. The first part gathered the levels of effectiveness of classroom supervision practices. The second part determined the extent and frequency of use of the different types of classroom supervision. The third part determined the preferences of administrators and teachers on the types of classroom supervision. The fourth part found out the alternative practices suggested by the administrators and teachers to improve classroom supervision. The questionnaire was pre-tested to the Graduate School students enrolled in Administration and Supervision subject under Dr. Mary Jane Laruan at Benguet State University during the first semester SY 2006-2007.

Data Gathering Procedure

The researcher gave a letter of request to the schools division superintendent of Mountain Province and the District Principal-in-charge to administer the questionnaires and personally retrieved the copies. The researcher oriented the respondents on the items to be answered in the questionnaire.

Statistical Treatment of Data

The data were organized, tallied, tabulated and presented in tables to facilitate the analysis and interpretations of the data. In order to quantify the



responses, analysis of variance by ranks and the descriptive statistics such as frequency counts and mean were used.

$$\text{Formula: } M = \frac{\sum fx}{N}$$

where: $\sum fx$ = sum of the frequency of answers multiplied by the weight assigned to the variable.

M= weighted mean

Friedman's two way analysis of variance by ranks

$$X^2_r = \frac{12}{NK(K+1)} \sum (R_i)^2 - 3N(K+1)$$

where:

X^2_r = Friedman's two way ANOVA by ranks

N = number of rows

K = number of columns

Likewise, the following scales were used in the interpretation of data:

Scale for the Level of Effectiveness of Classroom Supervision Practices

Numerical Value	Limits	Descriptive Equivalent
4	3.26-4.00	Very Much Effective
3	2.51-3.25	Much Effective
2	1.76-2.50	Effective
1	1.00-1.75	Not Effective

Scale for the Extent of Use of the Types of Classroom Supervision

Numerical Value	Limits	Descriptive Equivalent
4	3.26- 4.00	Very Much Used (1hr& more)



3	2.51-3.25	Much Used (40min-59min)
2	1.76-2.50	Moderately Used (30min-49min)
1	1.00-1.75	Fairly Used (29 min and below)

Scale for the Frequency of Use of the Different Types of Classroom Supervision

Numerical Value	Limits	Descriptive Equivalent
4	3.26-4.00	Always (monthly)
3	2.51-3.25	Often (quarterly)
2	1.76-2.50	Seldom (once or twice a year)
1	1.00-1.75	Never (no observation)

Scale on the Preferences of Administrators and Teachers on the Types of Classroom Supervision.

Numerical Value	Limits	Descriptive Equivalent
3	2.33 – 3.00	Most Preferred
2	1.67 – 2.32	Preferred
1	1.00 - 1.66	Least Preferred



RESULTS AND DISCUSSION

This section deals with the analysis and interpretation of the data on the levels of effectiveness of classroom supervision practices on teacher's performance; the extent of use of the different types of classroom supervision used by the administrators; the frequency of use of the different types of classroom supervision; the preferences of the administrators and teachers on types of classroom supervision and the preferred practices of administrators and teachers to improve classroom supervision.

Levels of Effectiveness of Classroom Supervision Practices on Teacher's Performance

Table 2 presents the levels of effectiveness of classroom supervision practices in teacher's performance as to note-taking, post conference, supervision/giving assistance, ways of giving comments and recommendations and others.

Note-taking. The items under note-taking are found to be not significant as shown by the computed X^2 value of 2.0 which is lower than the tabular value of X^2 which is 3.84 at .05 level of significance. Therefore the hypothesis that there is a significant difference between the perceptions of administrators and teachers in the level of effectiveness as to note-taking is rejected. This means that checking of lesson plan and taking down notes during observation by the supervisor are



Table 2. Levels of Effectiveness of Classroom Supervision Practices on Teachers' Performance

	Administrators			Teachers		
	Mean	D.E.	Rank	Mean	D.E.	Rank
A. Note Taking						
1. Checking of lesson plan	3.67	VME	1.5	3.28	VME	2
2. Taking down notes during observation	3.67	VME	1.5	3.31	VME	1
Average Weighted Mean	3.67	VME		3.30	VME	
$X^2_c = 2.0$ (not significant)		$X^2_{(.05)} = 3.84$				
B. Post Conference						
1. Giving of written comments during the post conference	3.67	VME	2.5	3.31	VME	2.5
2. Saying a word of commendation	3.87	VME	1	3.31	VME	2.5
3. Observing the class & follows up with a conference with the teacher	3.67	VME	2.5	3.40	VME	1
Average Weighted Mean	3.74	VME		3.34	VME	
$X^2_c = 3$ (not significant)		$X^2_{(.05)} = 3.84$				
C. Supervision/Giving assistance						
1. Providing direct assistance in the selection and use of instructional materials	3.73	VME	4	3.25	VE	5
2. Guiding teachers on supervisory program	3.80	VME	1.5	3.34	VME	4
3. Discovering the needs of teachers	3.80	VME	1.5	3.39	VME	2
4. Helping teachers gain confidence on supervisory program	3.77	VME	3	3.37	VME	3
5. Identifying the practices & innovations on effective teaching	3.67	VME	5	3.41	VME	1
Average Weighted Mean	3.75	VME		3.35	VME	
$X^2_c = 5.0$ (significant)		$X^2_{(.05)} = 3.84$				
D. Ways of Giving Comments & Recommendations						
1. Announcing negative comments	1.13	NE	3	1.40	NE	3
2. Criticizing teachers within the hearing of pupils	1.07	NE	4	1.16	NE	4



3. Criticizing teachers privately	2.73	VE	2	2.71	VE	2
4. Stimulating teachers to do their best	3.40	VME	1	3.10	VE	1
Average Weighted Mean	2.08	E		2.09	E	
$X^2_c = 0$ (not significant)	$X^2_{(.05)} = 3.84$					

E. Others						
1. Fault finding and snooping	1.07	NE	3	1.27	NE	2
2. Interrupting teachers during the lesson	1.13	NE	2	1.18	NE	3
3. Observing for the whole period time	2.60	VE	1	2.25	E	1
Average Weighted Mean	1.60	NE		1.57	NE	
$X^2_c = 0.33$ (not significant)	$X^2_{(.05)} = 3.84$					

similarly perceived to be very much effective. This implies that checking of lesson plan and taking down notes by the supervisors will help teachers find out if the objectives, approaches and activities given by the teachers are suitable and congruent to the subject matter. On the other hand, administrators can suggest other activities based on the observations noted.

The result is similar to the study of Maceda (2001) that checking of lesson plan in the Division of Pangasinan has much effect as perceived by the teachers and administrators. According to her, the lesson plan is the teacher's bible. Teachers should go to school with a lesson plan ready for execution for it helps them to carry out their objectives in teaching the lesson. It is the administrator's foremost duty to check the teacher's lesson plans daily to monitor the programs of teaching being done by the teachers in their class.



The result is also similar to the findings of Sante (2000) wherein school heads of Pangasinan II practiced checking of lesson plans with a descriptive equivalent of outstanding which implies that teachers should always be prepared with their lesson plans daily.

According to Gregorio (1978) the supervisor should take records of observations while he is in the classroom, and these data gathered should form the basis of assistance to the teacher and the pupils in the classroom. The observation notes should be put in outline form, in the form of an observation chart, or in the form of checklist. It is related to the present study where in taking down notes during the observation is very much effective as used in the classroom observation.

According to Pennekamp (2004), the first step in observation is to keep a log of your observations. A mental “brainstorming technique” can be used so that everything are written in an observation sheet without screening what you see, hear, and feel because it is all food for learning. It is inferred in the study that taking down notes during observation provides help to improve teaching- learning process.

According to Barr and Burton (1990) as cited by Paet (2004), “Whatever form of recording is used, it should register the essentials of the visit.”

The results are also similar to the findings of Imanil (2000) on classroom observation in Public Elementary Schools in the districts of Laoac and Manaoag,



in the Division of Pangasinan. She found out that classroom observation through checking of lesson plan positively affected the teaching –learning process in the elementary grades. The teachers should always be prepared for each lesson. They are advised not to be fully prepared only when the periodic classroom observation is imminent. Instead, the teachers should make it a habit that the next days are always prepared in advance. The present study found out that checking of lesson plan is very effective on the performance of teachers so it is expected that teachers are always prepared with their lesson plans as advised.

According to Balgua (2004), the extent of effects of classroom observation on teacher's performance as to teacher respondents in the Districts of Bolinao and Anda, Pangasinan is much effective, as presented also in the results of this study. This implies that classroom observation is very helpful to improve teachers' performance.

Post Conference. The items under post conference are found out not to be significant as shown by the computed X^2 value of 3.00 which is lower than the tabular value of X^2 which is 3.84 at .05 level of significance. The hypothesis that there is a significant difference between the perceptions of the administrators and teachers on the level of effectiveness as to post conference is rejected. This means that giving comments during the post conference, saying a word of commendation, observing the class and follows up with a conference with the



teacher are similarly perceived to be very much effective. This implies that teachers and administrators use it as an effective practice in observation.

The suggestion of Harry Lavinson as cited by Beerens (2000) supports the results of the study, that the art of praise and the art of critique are closely intertwined. He suggests that, for either praise or critique to be effective, a leader must also be specific, offer solution, be present (do it in person rather than by memo), and be sensitive.

The study of Palada (2001), stated that motivating is one of the functions of school administrators focused on the use of praise to recognize exemplary behavior, improving teachers, recognizing group accomplishments, not overlooking little things, following up requests, instituting a teacher –for- a - day program, revitalizing careers, enriching jobs and providing supportive leadership. It was revealed in the study that saying a word of commendation to teachers is very much effective as practiced by administrators where in it will motivate teachers to do their best to have an effective teaching.

According to Gregorio (1978) to be effective, classroom visit should be followed by a conference, either individually or by group as related to the study that post conference is a very effective practice in observation as perceived by the administrators and teachers. The conference should suit the individual needs and specific situations, and must be carefully planned. The supervisor should be careful in handling the discussion and he should reassure the teacher of her



professional success. The conference should be a give and take discussion where the teacher is free to voice out her opinions. It is in the conference where the supervisor should establish the teacher's confidence in his goodwill, judgment, and competence, as a supervisor.

Ruth Wajnryb (1993) stated that a follow up with a conference with the teacher is a very much effective practice in observation. It is important in the human and professional side, to share with the observed teacher a follow up discussion about the lesson.

Supervision/Giving Assistance. The items under supervision/giving assistance are found to be significant as shown by the computed X^2 value of 5.0 which is greater than the tabular value of X^2 which is 3.84 at .05 level of significance. This means that the administrators and teachers perceptions are significantly different. Therefore the hypothesis that there is a significant difference between the perceptions of the administrators and teachers in the level of effectiveness as to supervision/giving assistance is accepted. Guiding teachers on supervisory program and discovering the needs of teachers have the highest rank while identifying the practices and innovations on effective teaching has the lowest rank as perceived by the administrators. On the other hand, identifying the practices and innovations on effective teaching has the highest rank while providing assistance in the selection and use of instructional materials has obtained the lowest rank as perceived by the teachers. The items has a descriptive



equivalent of very much effective except for the providing direct assistance in the selection and use of instructional materials which is very effective as perceived by the teachers. This means that the items under supervision/giving assistance are used by the administrators as very effective practices in observation. This implies that in doing the practices under the supervision/ giving assistance during classroom supervision, teachers are guided in their needs and develop their confidence to make teaching more effective.

The findings are similar to the study of Lumibao (1998) that classroom observation was implemented as a supervisory activity. The administrators in the study believed that there was much implementation of the monitoring of educational practices of teachers such as to help them gain confidence on the supervisory program, identification of practices and innovations on effective teaching. Furthermore, the administrators stated that classroom observation was much implemented to stimulate the teachers to do their best while discovering the needs of teachers was implemented. As emphasized also by the teachers, planning and guiding teachers on supervisory programs and stimulating them to do their best were implemented in classroom observation. However, they believed that identification of practices and innovations on effective teaching was implemented. The teachers added that monitoring of educational practices of teachers was implemented to help them gain confidence on the supervisory program. Above all, the significant evaluation of classroom observation was for discovering the



needs of the teachers and for evaluation of the teachers based on educational premises as well.

According to Gregorio (1978), one function of an administrator or a supervisor is guidance. This will stimulate, direct, guide and encourage teachers to apply instructional procedures, techniques, principles and devices. Assisting the teacher to accomplish his purpose and to solve the problems that arise in his teaching is within the scope of the guidance function. This study found out that guiding teachers on the supervisory program is a very much effective practice in observation so it correlates with the statements given by Gregorio.

Ways of Giving Comments and Recommendations. The items under ways of giving comments and recommendations were found out to be not significant as shown by the computed X^2 value of 0 which is lower than the tabular value of X^2 which is 3.84 at .05 level of significance. Therefore the hypothesis that there is a significant difference between the perceptions of administrators and teachers in the level of effectiveness as to ways of giving comments and suggestions is rejected. This means that the administrators and teachers perceived similarly the different ways of giving comments and recommendations. Stimulating teachers to do their best has the highest rank with a descriptive equivalent of very much effective for administrators and very effective for teachers. This implies that stimulating teachers to do their best is done by the administrators and use them as effective practice in observation. The last in rank for both administrators and



teachers is criticizing teachers within the hearing of the pupils with a descriptive equivalent of not effective. Announcing negative comments during meetings was rated by both administrators and teachers as not effective. As stated by Gregorio (1978) announcing negative comments during meetings and criticizing teachers within the hearing of pupils are not to be practiced in observation. The supervisor must not criticize the teacher within the hearing of the pupils and other teachers; otherwise the pupils will lose respect for their teacher. Comments must also be encouraging and given in a friendly attitude. It is inferred that teachers should not be embarrassed for it will develop a gap between the administrators and teachers.

Other Practices. Other items under supervision practices are fault findings, snooping, interrupting teachers during the lesson and observing for the whole period of time are found to be not significant as shown by the computed X^2 value of 0.33 which is lower than the tabular value of X^2 which is 3.84 at .05 level of significance. Therefore the hypothesis that there is a significant difference between the perceptions of administrators and teachers in the level of effectiveness as to other practices is rejected. This means that the items are similarly perceived to be done by teachers and administrators. Observing for the whole period of time has the highest rank with a descriptive equivalent of very effective as perceived by administrators and effective for teachers. This means that teachers and administrators use it as an effective practice in classroom observation. The administrator or the supervisor is expected to observe for the



whole period of time. The supervisor could see the activities done by the teacher and pupils from the start until it ends. However, the descriptive equivalent of fault finding, snooping and interrupting teachers during the lesson are perceived to be not effective. This implies that administrators should not continue to practice faultfinding, snooping and interrupting teachers during the lesson in classroom observation. This coincides with the principle in observing teachers by Gregorio (1978) that supervisors should commend good ways and refrain from faultfinding. He should enter the classroom quietly and be seated in a manner that he will not distract the teacher's attention and the class. He should sit behind the class where he can also make signs to the teacher without being noticed by the pupils. Greeting the teacher and the class is not necessary. Leaving the classroom should be inconspicuous as entering. A natural break in the teaching program is the best opportunity for the supervisor to leave the classroom.

Extent of Use of the Different Types of Classroom Supervision

Table 3 shows the extent of use of the different types of classroom supervision such as announced, unannounced, invitational/call visits and drop in supervision. Rank one for administrators is unannounced classroom supervision and invitational/call visits while announced classroom supervision is ranked one for teachers. This shows that unannounced and invitational/call visits are much utilized by the administrators and announced classroom supervision is much



Table 3. Extent of Use of the Different Types of Classroom Supervision

Types of Classroom Supervision	Administrators			Teachers		
	Mean	D.E.	Rank	Mean	D.E.	Rank
1. Announced classroom supervision	2.60	M	3	2.65	M	1
2. Unannounced classroom supervision	2.93	M	1.5	2.4	Mod	3
3. Invitational/call visits	2.93	M	1.5	2.42	Mod	2
4. Drop-in supervision	2.27	Mod	4	2.26	Mod	4
Average Weighted Mean	2.68	M		2.43	Mod	

utilized on the part of the teachers. This means that unannounced and invitational/call visits and announced were used from 40-59 minutes. This implies that observers stay in the classroom for the whole period of time and observed the class for not less than 40 minutes so that they were able to see the different activities done in a subject since the major subjects in the elementary consumes 40 minutes and above as reflected in the classroom program.

It is similar to the findings of Balgua (2004) that the types of classroom observation were moderately used in the Districts of Anda and Bolinao, Pangasinan.

Drop-in supervision ranks last as perceived by the administrators and teachers. The descriptive equivalent is moderate. This shows that both administrators and teachers used drop in supervision from 30- 39 minutes. This means that they utilized this type just to see partially some of the activities done in classroom, they do not observe for the whole period of time since most of the



subjects are done for one hour. Sometimes administrators just pass by the classrooms anytime so they can listen to the teacher and pupils' interaction.

The results of the study is similar to the findings of Maceda (2000) that drop-in supervision is done quite often, supervisors stay along the corridors and listen to the teacher-pupil interaction.

Frequency of the Different Types of Classroom Supervision

Table 4 shows the frequency of use of the different types of classroom supervision. The administrators perceived that announced, unannounced invitational and drop in supervision are often used. This indicates that administrators used the different types of classroom supervision which are utilized quarterly as Gregorio (1978) emphasized that classroom supervision must be made frequent so that the school head's presence in the classroom would be felt as routine and an everyday activity of the class. The result is similar to the study of Lumibao (1998) that classroom supervision is often practiced as a supervisory activity in public elementary schools in Benguet. Teachers perceived that announced and unannounced are often used which means these types are utilized quarterly while invitational and drop in supervision are seldom used. This implies that administrators do not have much time for classroom supervision, they do other administrative functions such as planning, organizing, directing, coordinating, evaluating, providing leadership, recording, reporting and others.



Table 4. Frequency of Use of the Different Types of Classroom Supervision

Types of Classroom Supervision	Administrators			Teachers		
	Mean	D.E.	Rank	Mean	D.E.	Rank
1. Announced classroom supervision	3.00	O	1	2.78	O	1
2. Unannounced classroom supervision	2.93	O	2	2.65	O	2
3. Invitational/call visits	2.53	O	3.5	2.21	S	4
4. Drop in supervision	2.53	O	3.5	2.28	S	3
Average Weighted Mean	2.75	O		2.48	S	

According to administrators, they conduct classroom supervision if the need arises, for example, if there are reports that some of the teachers are not making their lesson plans, some are always late and absent but Aquino (1985) emphasized that the faculty members are visited periodically, which includes consideration of several facets such as preparation for the program, pre-visit conference, observation visits, and post-visit conferences.

The results of this study are similar to the findings of Maceda (2000) that administrators in Region 1 perceived that classroom observation is being undertaken and these were quite often.

Preferences of Administrators and Teachers on Types of Classroom Supervision

Table 5 shows that the different types of classroom supervision were found to be not significant as shown by the computed X^2 value of 1.0 which is lower than the tabular value of X^2 which is 3.84 at .05 level of significance. The hypothesis that there are significant differences between the preferences of the



Table 5. Preferences of Administrators and Teachers on Types of Classroom Supervision

Types of Classroom Supervision	Administrators			Teachers		
	Mean	D.E.	Rank	Mean	D.E.	Rank
1. Announced classroom supervision	2.00	P	3	2.43	MP	1
2. Unannounced classroom supervision	2.40	MP	1	1.69	P	3
3. Invitational/call visits	2.07	P	2	1.99	P	2
4. Drop in supervision	1.86	P	4	1.54	LP	4
Average Weighted Mean	2.08	P		1.91	P	

$$X^2_c = 1.0 \text{ (not significant)} \quad X^2_{(.05)} = 3.84$$

administrators and teachers on the types of classroom supervision in Bauko, Mountain Province is rejected. This signifies that that announced, unannounced, and invitational/call visits are all preferred to be used by both administrators and teachers. It was indicated that the most preferred type for the administrators is unannounced so that they can see the natural setting of the class and find out if the teachers are always prepared for the class everyday. Teachers' most preferred is announced so that they can prepare things like visual aids and to do their best. NAPCIS Newsletter (2004) stated that it is always appropriate for the administrator to announce the observation (generally a day or two ahead of time). Once the administrator is situated in the classroom, the students may otherwise carry on as though he is not there. It is always a professional courtesy to announce to teachers that they will be observed even when the interest is to pop in to a class unannounced. Gregorio (1978) stated that the scheduled visit is apt to be formal.



The teacher thus prepares materials and instructions to enable the supervisor to analyze the problems he has in mind. There is no waste of time when the supervisor arrives in the scheduled visit. Teachers' least preferred type of supervision is drop in supervision, this implies that teachers don't want to be observed with this kind of supervision because they are unaware that somebody is observing them.

Preferred Practices of Administrators and Teachers
To Improve Classroom Supervision

Table 6 presents the preferred practices of administrators and teachers to improve classroom supervision. It was found out that the highest rank as preferred by the administrators is supervisors consider the teacher as a co-worker and friend. This means that the supervisors work with the teachers in a friendly manner, in all school activities. They help one another to have good results in their work done. As Wiles and Lovell (1975) believed that the supervisor must be a type of person teachers want for a friend. He must be approachable, genuine and sensitive the way others feel. According to Alvarez (1989) teachers love to work in an atmosphere of trust and friendly understanding, they feel they are under obligation to do more, they feel they are co-responsible for the failure or success of every school undertaking. It is stated in the article of Howard Hightower as quoted by Gutierrez (2006) that a Principal should appear friendly. Rank one as preferred by the teachers is to discuss further the comments and suggestions with



Table 6. Preferred Practices of Administrators and Teachers to Improve Classroom Supervision

Practices	Administrators			Teachers		
	Mean	DE	Rank	Mean	DE	Rank
1. Monthly observations as scheduled	2.93	MP	2.5	2.73	MP	5
2. Give more encouragements						
3. Discuss further the comments and suggestions with the teacher	2.87	MP	4.5	2.79	MP	1
4. Keep the information on classroom observation confidential	2.40	MP	9	2.58	MP	7
5. Teachers are to receive notification of announced observation at least one day in advance	1.93	P	10	2.16	P	10
6. The supervisors consider the teacher as a co-worker and friend	3.00	MP	1	2.75	MP	3
7. Observes the class and follows up with a clear evaluation on teacher's and pupil's works	2.80	MP	6	2.74	MP	4
8. Builds teacher's confidence by demonstrating a knowledge of good teaching and learning procedures	2.87	MP	4.5	2.77	MP	2
9. Helps teacher improve classroom management and discipline	2.93	MP	2.5	2.71	MP	6
10. Participates in classroom activities as a helper to the teacher	2.67	MP	8	2.54	MP	8
Average Weighted Mean	2.71	MP		2.61	MP	

concerned teacher discuss the positive and negative things done by the teacher and the suggestions given by the administrator so that the teachers will know more their strengths and weaknesses that they will improve through the suggestions given. As Gregorio (1978) stated that supervisors should be careful in handling discussion and he should reassure the teacher for her professional



success. The conference should be a give and take discussion where the teacher is to voice out her opinion.

The result of the study is related to the findings of Belaras (2000) that some administrative practices of school heads increase teachers' morale and negative practices of school heads decrease teachers' morale as perceived by the teachers in Abra.

The findings of Pangilinan (1999) stated that the supervisory practices of the public elementary school administrators affected the teachers' performance in Alcala and Bautista Districts in Pangasinan.

Classroom Supervision Model

Figure 4 shows the flow of the different practices and types of classroom supervision employed by the administrators to improve classroom supervision in Bauko, Mountain Province.

The different types of classroom supervision are found to be preferred by the administrators and teachers so they believe that using the different types, classroom supervision will be improved. Announced classroom supervision allow teachers to have more preparation and instruction on the scheduled visit. The first step on this type is the pre conference, the observer and the teacher to be observed will agree on the things that will be observed during the visit. Then the next step is the actual observation, after the observation comes the post conference, the observer and the teacher concern will discuss things what was observed either



Classroom Supervision Model

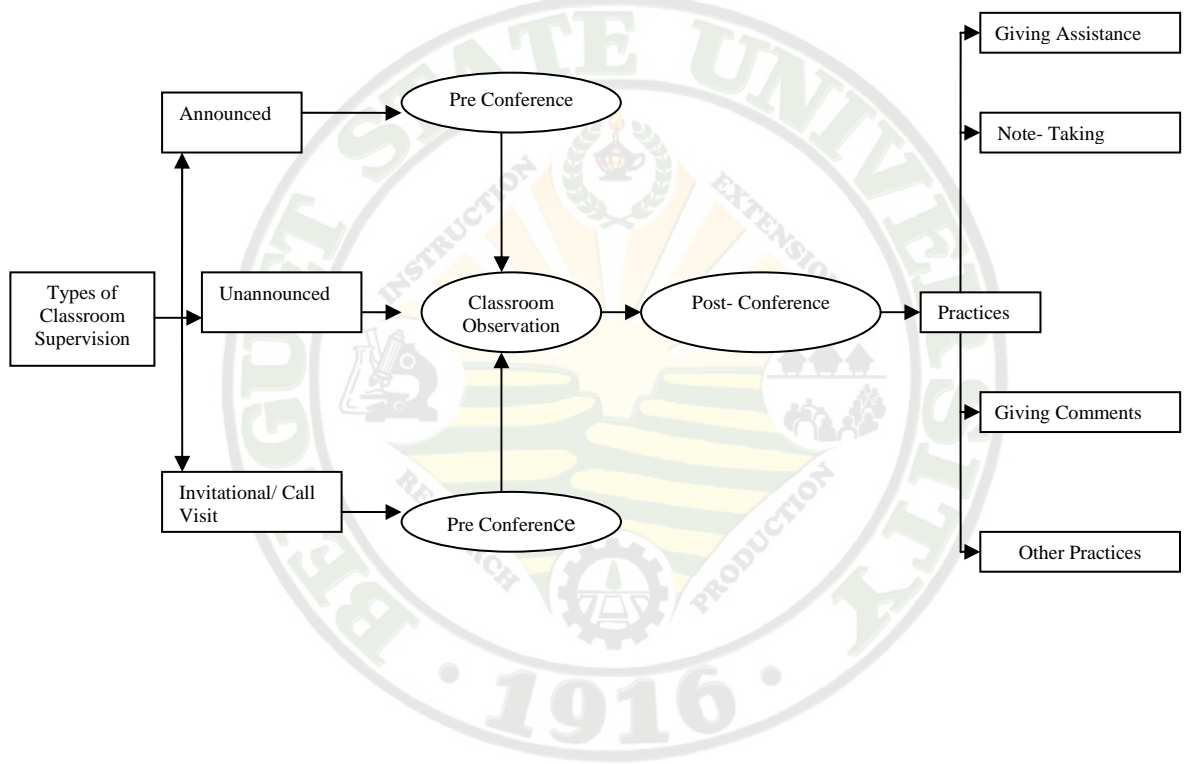


Figure 4. Recommended Classroom Supervision Model for Public Elementary Schools in Bauko, Mountain Province



positive or negative.

Unannounced classroom supervision allows administrators to see the natural setting of the class and they can see what is needed and what to improve in the classroom. In this type of supervision, the observer don't need to conduct the pre conference. Classroom observation takes place followed by the post conference.

Invitational/call visits allow teachers to have voluntary invitation to the supervisors to observe their classes. The steps in this type is pre conference, classroom observation and post conference.

During the classroom observation and post conference, there were preferred practices that were effective to the teachers' performance as perceived by the teachers and administrators. Practices under note taking such as checking of lesson plans and taking down notes are preferred to be used in classroom supervision because it was found out that these practices were very much effective to the teachers' performance. Lesson planning is a guide on what activities that will be given to the pupils. Taking down notes of administrators will guide teachers on what area they will improve on.

Practices under ways of giving comments such as (1) Giving written comments during the post conference, (2) Saying a word of commendation, (3) Observing the class and follows up with a conference with the teacher, (4) Keep the information on classroom observation confidential, (5) Observes the class and



follows up with a clear evaluation on teacher's and pupils' works, (6) Criticizing teachers privately, this will prevent the creation of a gap between the administrators and teachers because it is a one on one discussion on what are the weaknesses of the teacher and it would be an embarrassment on the part of the teacher when he/she is criticized within the hearing of others,(7) Stimulating teachers to do their best, there are times that teachers need some words of commendation and the administrators have all the chances to give encouragements so that teachers will do more than what is expected from them, and (8) Discuss further the comments & suggestions with the teacher, teachers will understand more the comments either negative or positive when the observers will not just give their written comments and suggestions, there are things that are not understood by the teachers unless it is elaborated and supervision is useless without discussing the observed activities.

Practices under supervision/giving assistance are preferred to be used because these were very much effective on the teacher's performance. It was found out also that these were most preferred by the administrators and teachers so they believe that these would improve the classroom supervision such as (1) Providing assistance in the selection and use of instructional materials. Supervisors can see the proper use of the instructional materials so they can suggest things and guide teachers even on the proper use of the materials. (2) Guiding teachers on supervisory program. Teachers will know more on the



supervisory when administrators involve them in planning and decision making in the program. (3) Discovering the needs of teachers. Administrators will not be able to know when they will not conduct classroom supervision, they can help teachers to know their needs and to come up with solutions and interventions. (4) Helping teachers gain confidence on supervisory program. Through frequent supervision, teachers are to develop confidence so they will refrain from being nervous during observation and be confident enough to teach even with two or more observers. (5) Identifying the practices & innovations on effective teaching. There are practices that are no longer effective in supervision so they were given some changes in order to have effective teaching. (6) Monthly observations as scheduled with the teacher. This would help teachers to be prepared because they would expect that they are to be supervised and the pupils will also feel comfortable with the presence of the observer because it is already considered as routine and part of the school activity. (7) Give more encouragements during the supervision. Teachers need encouragements everyday so a word of praise is enough to motivate the teacher to do their best in teaching. (8) Builds teacher's confidence by demonstrating knowledge of good teaching and learning procedures. When the teacher is always observed, they will develop confidence so he/she can demonstrate a lesson with the presence of a group of teachers as observers. (9) Help teachers improve classroom management & discipline. Not all the teachers have the skill in management and discipline, they need the



suggestions of others on what are the things to do in a certain situation. Observers have the chance to see the actual situation then they can give their suggestions.

(10) Participates in classroom activities as a helper to the teacher. During the observation, administrators will serve as a helper because with their presence pupils are to keep quiet and listen to their teachers.

Other practices are also found to very effective on teachers' performance and they are most preferred by the administrators and teachers. These are the following (1) Observing for the period of time. Supervisors can see the activities up to the end when they will stay for the whole period of time, they will be able to understand the flow of the activities then they can give the proper comments on what they observed. (2) Teachers are to receive notification of announced observation one day in advance. Teachers could have proper preparation and further instructions when they are aware that somebody will observe the class. (3) The supervisor considers the teacher as a co-worker and friend. There is a good atmosphere in school and in the classroom when the supervisor does not consider the teachers as subordinates at all times. Teachers are comfortable to work if they are considered as a co-worker.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The focus of this study is on the classroom supervision practices and different types of classroom supervision used by the administrators and the suggested classroom supervision model for Public Elementary Schools in Bauko, Mountain Province.

The instruments used in this study were the weighted means, frequency, descriptive statistics and Friedman's analysis of variance by ranks to analyze the expected results.

The findings of this study are the following:

1.a. The level of effectiveness as to note taking practices such as checking of lesson plan and taking down notes during observation were perceived to be very much effective by the teachers and administrators.

b. The level of effectiveness as to post conference practices such as giving written comments during post conference, saying a word of commendation, observing the class and follows up with a conference with the teacher were perceived to be very much effective by the teachers and administrators..

c. The level of effectiveness as to supervision/giving assistance such as providing direct assistance in the selection and use of instructional materials,



guiding teachers on supervisory program, discovering the needs of teachers, helping teachers gain confidence on supervisory program and identifying the practices and innovations on effective teaching were perceived to be very much effective by the teachers and administrators.

d. The level of effectiveness as to ways of giving comments and recommendations such as criticizing teachers privately and stimulating teachers to do their best were perceived to be very effective while announcing negative comments during meetings and criticizing teachers within the hearing of the pupils were not effective as perceived by the teachers and administrators.

e. The level of effectiveness as to other practices such as observing for the whole period of time was very effective while fault finding, snooping and interrupting teachers during the lesson were perceived to be not effective.

2. Announced, unannounced and invitational/call visits were much utilized while drop in supervision was moderately utilized by the administrators. Announced classroom supervision was much utilized while unannounced, invitational/call visits and drop in supervision were moderately utilized on the part of the teachers.

3. The administrators' most preferred type of supervision is unannounced while the teachers' most preferred type is unannounced. The least preferred type is drop in supervision.



4. The top five (5) preferred practices by the administrators were the supervisor considers the teacher as a co-worker and friend, gives more encouragements during the supervision, helps the teacher improve classroom management and discipline, discusses further the comments and suggestions with the teacher and builds teacher confidence by demonstrating a knowledge of good teaching and learning procedure. The top five (5) preferred practices of teachers were to discuss further the comments and suggestions with the teacher, builds teacher confidence by demonstrating a knowledge of good teaching and learning procedures, the supervisor considers the teacher as a co-worker and friend, observes the class and follows up with a clear evaluation on teacher's and pupils' works and gives more encouragements during the supervision.

Conclusions

The following conclusions are based on the findings of the study:

1. There are no significant differences between the perceptions of the administrators and teachers on the levels of effectiveness of the classroom supervision practices as to note taking, post conference, ways of giving comments and suggestions and other practices. There is a significant difference between the administrators and teachers on giving assistance.

2. The different types of classroom supervision are much used by the administrators while on the part of the teachers, they are moderately used. The



different types of classroom supervision are often utilized by the administrators while on the part of the teachers, they are seldom utilized.

3. There are no significant differences between the preferences of the administrators and teachers on the different types of classroom supervision.

4. The most preferred practice by the administrators is that the supervisors consider the teacher as a co-worker and friend. The most preferred practice by the teachers is to discuss further the comments and suggestions with the teacher.

Recommendations

The following recommendations are based on the findings and conclusions of this study.

1. Practices such as announcing negative comments during meetings, criticizing teachers within the hearing of the pupils, fault finding, snooping and interrupting teachers during the lesson should not be practiced in classroom observations to avoid creating gaps between the administrator and the teacher.

2. The administrators should conduct more invitational/call visits.

3. A notice of observation at least one day before the day of observation is necessary.

4. Administrators should further discuss the comments and suggestions with the teacher.

5. The classroom supervision model created for the public elementary



schools in Bauko, Mountain Province is strongly endorsed for implementation.

The attached model is recommended.

6. Conduct of another study is encouraged to find out the effects of classroom supervision on pupils' performance and to the teaching learning process.



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APPENDIX A

LETTER OF PERMISSION TO DIVISION SCHOOLS SUPERINTENDENT

June 2, 2006

Teresita M. Velasco
 Division Schools Superintendent
 Division of Mountain Province

THRU: The District Supervisor
 Bauko Districts I & II
 Bauko, Mountain Province

Madam:

The undersigned is a graduate student of Benguet State University. Presently, she is conducting a research entitled: "Classroom Supervision Model in Bauko, Mountain Province". This is in partial fulfillment of her course, Master's of Arts in Education.

In view thereof, the undersigned respectfully requests permission from your good office that she be allowed to administer the questionnaires to the different elementary schools in Bauko District I & II. It is hoped that the result of this study will contribute to the improvement of the educational system.

Thank you and hoping for your favorable action on this matter.

Very truly yours,

CATHERINE L. CANGOY
 Researcher

NOTED:

MARY JANE L. LARUAN, Ph.D.
 Adviser

TESSIE M. MERESTELA D.Agr.
 Dean

APPROVED:

TERESITA M. VELASCO
 Division Schools Superintendent



APPENDIX B

LETTER TO THE RESPONDENTS

Dear Respondent,

The undersigned is presently conducting her thesis entitled “Classroom Supervision Model in Public Elementary Schools in Bauko, Mountain Province”. She would like to ask for your indulgence to kindly provide the necessary responses in the questionnaire.

The data which will be gathered from this study will be helpful in the improvement of administration of our educational system. Your responses will be kept with utmost confidentiality.

Thanks and God Bless.

Very truly yours,

CATHERINE L. CANGOY
Researcher



APPENDIX C

QUESTIONNAIRE

Name: _____
 School: _____

Directions: Please check the space provided for your response.

____ Administrator _____ Male
 ____ Teacher _____ Female

I. Below are list of classroom supervision practices. Please indicate the level of effectiveness on the performance of teachers.

- 4- Very much effective
- 3- Very effective
- 2- Effective
- 1- Not effective

A. Note Taking

	4	3	2	1
1. Checking of Lesson Plan				
2. Taking down notes during observation				
3. Others Please Specify				

B. Post Conference

1. Giving written comments during the post conference				
2. Saying a word of commendation				
3. Observing the class and follows up with a conference with the teacher				
4. Others Please Specify				

C. Supervision/Giving Assistance

1. Providing direct assistance in the selection and use of instructional materials				
2. Guiding teachers on supervisory program				
3. Discovering the needs of teachers				



4. Helping teachers gain confidence on supervisory program				
5. Identifying the practices and innovations on effective teaching				
6. Others Please Specify				

D. Ways on Giving Comments and Recommendations

1. Announcing negative comments to teachers during meetings				
2. Criticizing teachers within the hearing of the pupils				
3. Criticizing teachers privately				
4. Stimulating teachers to do their best				
5. Others Please specify				

E. Others

1. Fault finding and snooping				
2. Interrupting teachers during the lesson				
3. Observing for the whole period of time				
4. Others Please Specify				

II. Please rate the extent and frequency of use of the following types of classroom supervision.

Extent of Use

- 4 – Very Much (1 hr & more)
- 3 - Much (40min-59min)
- 2 – Moderate (30min-39min)
- 1 – Fair (29min & below)

Frequency of Use

- 4 – Always (monthly)
- 3 - Often (quarterly)
- 2 – Seldom (once or twice a year)
- 1 – Never

	4	3	2	1		4	3	2	1
1. Announced/scheduled classroom supervision									
2. Unannounced classroom supervision									



3. Invitational/call visits									
4. Indirect/drop in supervision									
5. Others please specify									

III. Please rate the preferences of administrators and teachers of the following types of classroom supervision.

- 3 – most preferred
- 2 - preferred
- 1 – least preferred

	4	3	2	1
1. Announced/scheduled classroom supervision				
2. Unannounced classroom supervision				
3. Invitational/call visits				
4. Indirect/drop in supervision				
5. Others please specify				

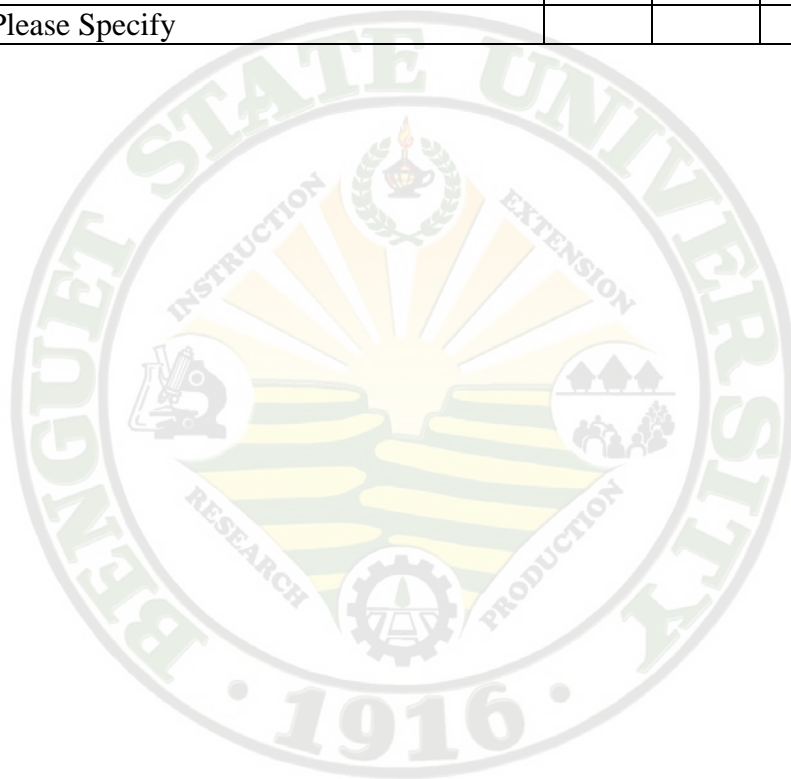
III. Please check your preferred practices to improve classroom supervision.

- 3 – most preferred
- 2 - preferred
- 1 – least preferred

	4	3	2	1
1. Monthly Observations as scheduled with the teacher				
2. Give more encouragements during the supervision				
3. Discuss further the comments and suggestions with the teacher				
4. Keep the information on classroom observation confidential				
5. Teachers are to receive notification of announced observation at least one day in advance				
6. The supervisor considers the teacher as a co-				



worker and friend				
7. Observes the class and follows up with a clear evaluation on teacher's and pupils' works				
8. Builds teacher confidence by demonstrating a knowledge of good teaching and learning procedures				
9. Helps the teacher improve classroom management and discipline				
10. Participates in classroom activities as a helper to the teacher				
Others Please Specify				



BIOGRAPHICAL SKETCH

The author, Catherine Lartec Cangoy, is the youngest child of Ernesto N.Lartec and Margarita de los Santos Cadena of Mount Data, Bauko, Mountain Province. She was born in January 24, 1976 in Abatan, Buguias, Benguet. She has six elder brothers and two elder sisters.

She completed her primary and intermediate education at Mount Data Elementary School from 1982- 1988. She had her first year high school at Mount Data National High School and went on to graduate at Mabaay National High School in 1992.

She entered college at Saint Louis University. She enrolled Bachelor of Science in Pharmacy but she felt that its not her interest so she shifted to Bachelor of Elementary Education and graduated in 1996. After graduation, she taught in Nazarene Academy at the elementary department in Angeles City. The same year, she took the Licensure Examinations for Teachers and passed.

In 1997, she applied in public schools in Bauko and was taken as a contractual teacher for a year and the following year she was appointed as permanent. In 1999, she got married and was blessed with three daughters. At present, she is teaching in Mount Data Elementary School in Bauko, Mountain Province.

