Integrating Superexcels Modules to Instructional Supervision for Teaching Competency Enhancement

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Abstract

This action research employed mixed methods. The researcher employed purposive sampling in the data gathering to measure the efficiency of the intervention basing mainly on the judgment of the researcher during the selection of samples to focus on the specific indicators or criteria as perceived in the conduct of the study. The researcher employed an adapted and modified research questionnaire to 20 teacher-respondents to gather their perceptions on the implementation of the instructional approaches across quarters through the SUPER excels. The research design was quasi – experimental since not all elements in an experimental phase were strictly observed. The teaching competence of the teachers in Camanga National High School was assessed and analyzed and was identified according to their levels of abstraction and commitment through Developmental Supervision and Administrative Monitoring each has been implemented for 2 quarters to assess its efficiency on their competence in teaching. The test of significant difference between the levels of improvement during the first and second implementation of developmental supervision showed a computed t value at 16 df is 0.324 which is greater than the p-value at 5% level of significance while the test of significant difference between the levels of improvement during the third and fourth implementation of administrative monitoring showed computed t value at 16 df is 0.453 which is greater than the p-value at 5% level of significance. Results of the study showed that the integration of the SUPER excels module to instructional supervision yielded to have high impact on teachers' teaching competence, respectively.

Keywords: Super excels, Instructional Supervision, Competence, Excellence, Teaching-Learning

1. Context and Rationale

The professional competence of the teacher, which is a requirement in the postmodern era, is currently the most significant indicator for the quality of teacher education. The government may help teachers become more competent by providing them with training on how to carry out proper procedures in the classroom. In this way, not only will high-quality instructional materials be created, but also effective teaching strategies and practices. The competencies that have to be held by teachers include pedagogical, personal, professional, and social competencies, thus it is required to be more explicit about what training is needed to increase the quality of curriculum implementation [1].

In a remote school such as the Camanga National High School of Siay District, Division of Zamboanga Sibugay, the context of distance learning is a felt problem. Situated in a community where Internet connection is a dead spot and cellular signal is a difficult reach, the shift of instruction was abrupt but not shortchanged. With "Para sa Bata, Para sa Bayan" in mind, the steady provision of technical assistance and capacity building for teachers became a regular activity in the school. Instructional supervision was never put on hold but rekindled and recalibrated instead. As curriculum implementers, we vow to serve with great purpose to motivate, capacitate, and assist our colleagues no matter how difficult the circumstances have become. In order to obtain great results, teachers' performance in the Department of Education must be continually evaluated and enhanced, claim Catolos & Catolos (2017).

Teachers can achieve this by enrolling in graduate programs for professional development, which involves going to additional seminars and trainings to stay up to date with new trends and methods, particularly with the emergence of K–12 programs. Similar findings were made by De Ungria (2013), who found that while teachers have always worked hard to meet teaching competencies in terms of subject matter, knowledge, instruction quality, and teaching methods and strategies, these can only be attained with the help of effective instructional supervision from school administrators.

Additionally, it was found that when there is instructional assistance in schools, connections are developed, shared leadership is present, instructional materials are readily available, a pleasant learning environment is encouraged, and school openness

is supported. Retention of teachers would be the overall result (Pitpit, 2020).

The researcher, being the lone Master Teacher in Camanga National High School with an immense responsibility in Curriculum Implementation, he has been experiencing challenges in performing his duties appurtenant thereto since he was also serving as the School's Officer In-Charge, however, due to his heart in curriculum implementation, he should not falter to even cause more delays along, hence, he even engage to trainings that will enhance his capacity both as a Master Teacher and the acting School Head of the institution, henceforth, given the opportunity by the Schools Division Office of Zamboanga Sibugay through the Human Resource Development helping him to gauge his competence through the NEAP-accredited course in Super Excels.

As an instructional leader, he has seen myriad of situations and events along with the curriculum implementation that needs to be modified, addressed, and contextually aligned based on the felt needs. Given that Camanga National High School is still in the process of growing, with teachers who are yet fledgling as well towards their engagement to all the systems we have in the Department of Education. Their commitment and dedication may be aligned already to teaching, but their passion to teach through our diversified learners in school may be requiring continuous support for eventual development for them to be aligned to the competencies they need to implement along.

Henceforth, the knowledge the researcher has gained through the Supervision Excellence in School Leadership for Southeast Asia (SUPER excels), is very timely, for the said course enables him to develop and strengthen his capacity as an instructional leader for developmental, differentiated, and clinical supervision which are so much essential in his quest in Camanga National High School. What we need in the department are Instructional Supervisors whom having meaningful ideas to help their teachers, and adhering to a developmental supervision approach may offer a lot of relief. In many ways, the researcher doesn't want his school to relegate its quality. The researcher as an instructional supervisor don't want the learners and teachers will do the absolute sacrifice because of the mediocrity of the learnings

they acquire, they have all the rights to acquire things they must. Therefore, due to continuous process of change, teachers must continuously learn, grow, and adapt to new techniques, new content standards, and new curricula (Fisher, Frey & Nelson, 2012). Quality instruction is underway, and that improving learning outcomes of learners should be our ultimate goal. Making them functional literate and productive citizens no matter how difficult the situation is, is our covenant with DepEd and to God.

2. Innovation, Intervention and Strategy

This action research was conducted to enhance teachers' competency to reinforce learning loss due to the gaps as experienced in learning delivery during the time of pandemic since we are gradually transitioning from the non-typical distance learning to the full implementation of the in-person classes at present. Subsequently, SUPER excels is an online course designed for supervisors and school heads. It addresses the need to develop and strengthen their capacity for developmental, differentiated, and clinical supervision. The first SUPER excels module focuses on one of the three approaches to instructional supervision called developmental supervision. Developmental supervision addresses the learning needs of the teachers at various levels of their professional growth and development. The second SUPER excels module intensifies the knowledge of the instructional supervisor on clinical supervision. In this module, the basics of a supervision technique that focuses on the involvement of the School Head in the improvement of the teacher's instructional skills is being highlighted. Clinical Supervision is a type of supervision that encourages active, hands-on involvement of the School Head in examining instructional activities within the classroom.

The third and the last SUPER excels module will help the instructional supervisor to familiarize with the concept of differentiated supervision. It will describe different options under differentiated supervision that can be used to help teachers achieve their instructional goals. In this module, the instructional supervisor will find out more about how to actually implement the differentiated supervision program in his/her local setting. Figure 1 shows the conceptual framework on the integration of SUPER excels modules to Instructional Supervision to improve teachers' learning delivery and teaching competence.
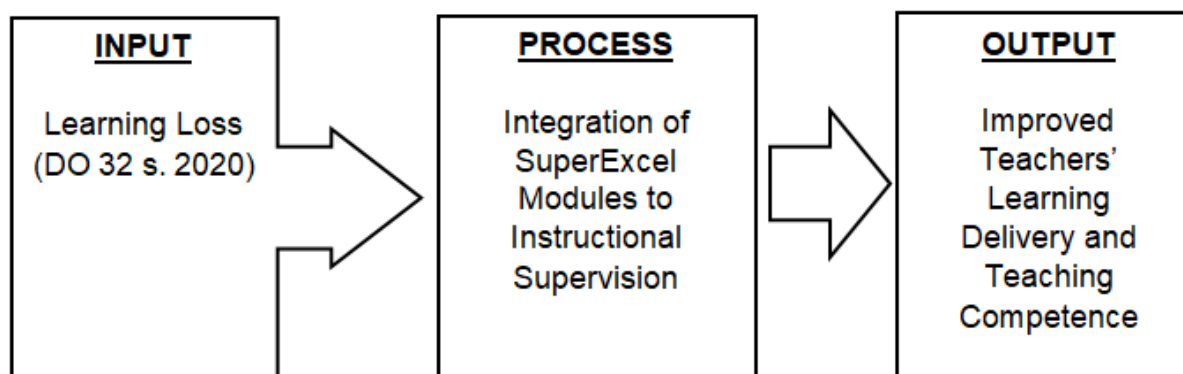
Figure 1: Conceptual Framework on The Integration of Super Excels Modules to Instructional Supervision to Improve Teachers' Learning Delivery and Teaching Competence.

One method used by school administrators to achieve acceptable performance and results is instructional supervision. It serves as a quality assurance tool for the educational system and a stage of school management that is primarily concerned with meeting the reasonable expectations of the educational system. No matter their level of experience, teachers need help putting educational initiatives into practice. Principals are required to support teachers in this way and participate in the implementation of educational initiatives by observing how teachers interact with students. These consist of: personal engagement, classroom observation, and instructional support (Sule, Eyiene, & Egbai, 2015). In the classroom, students receive mentoring, coaching, performance reviews, and evaluations. This supports the teachers' continued professional development. Suparto (2020) claimed that academic monitoring and classroom observation methods can improve the quality of teacher learning. The classroom observation also includes pre-determined indicators that the teachers and observers have agreed upon, ensuring that the teachers are prepared. According to a similar study, an efficient supervision approach involves components including pre-observation planning, observation execution, and post-observation monitoring (Ghavifekr et al., 2019).

Moreover, the respondents are limited to the Teachers in Camanga National High School handling learners from Junior High School to Senior High School and whom will be observed and supervised for two quarters in the SY 2022-2023 by using certain instructional supervision approaches through developmental and administrative monitoring. Teacher-respondents will be asked on their perception on the use of the different instructional supervision approaches as they perform teaching delivery in the classroom through a questionnaire. Notable events of improvement will be properly recorded and documented.

The researcher followed the protocol/guidelines as established by the Department of Education. First, the researcher will submit an action research proposal to the District Research Committee through the Chair and the Public Schools District Supervisor, Hope R. Acuesta, EdD. The researcher adhered to DepEd Order No. 16, 2017 otherwise known as the Adoption of the Basic Education Research Fund which stipulates the annexes attached in this research. Annex 1 indicates the proponent's personal description and information, Annex 3 reflects the Anti – Plagiarism Oath and Absence of Personal Conflict, while Annex 2 A was the guiding format of this research. Approval of this research from the District and the Division Research Committees will be sought prior to implementation. All the research questionnaires were adapted and modified from a published research and were carefully quoted so not to commit issues on plagiarism. Other questionnaires and tools that were used in this research are modified by the researcher. No data from this research were fabricated and protocols of research were observed.

3.Action Research Questions

This action research determined the efficiency of the instructional supervision approaches in Super Excels, to mention: Developmental Supervision and Administrative Monitoring in enhancing Teachers' Competency in Teaching. Specifically, this action research sought to answer the following fields of queries:

3.1 What are the teachers' categories in terms of instructional practices when data are grouped into?

- **Level of Commitment; and**
- **Level of Abstraction?**

3.2 What is the level of improvement of teachers' teaching competency as perceived

towards their attitude in Developmental Supervision using Super Excels

- Modules When Data Are Grouped Into:
- First Implementation (1st quarter); and
- Second Implementation (2nd quarter).

3.3 What is the level of improvement of teachers' teaching competency as perceived

towards their attitude in Administrative Monitoring using Super Excels module
- When Data are Grouped Into:
- First Implementation (3rd quarter); and
- Second Implementation (4th quarter).

3.4 How does the integration of Super Excels module through instructional supervision have impacted teachers' teaching competencies in Camanga National High School?

4. Action Research Methods

This part contains the research method, research design, sampling procedure, data gathering method, research instrument, and statistical tool.

A. Participants and/or other Sources of Data and Information:

The researcher assessed teachers' teaching competencies in Camanga National High School by employing instructional supervision approaches through Developmental Supervision and Administrative Monitoring each has been implemented for 2 quarters to assess its efficiency on teachers' competence in teaching.

Moreover, the respondents undergone professional self-assessment and inventory before the introduction of instructional supervision approaches. Participants of the study were the 20 teachers of Camanga National High School during the School Year 2022-2023 with demographics as reflected in Table 1, entitled Teachers' Demographics. Names of the participants were concealed with their codenames to preserve their identity and privacy.

B. Data Gathering Methods

The researcher employed purposive sampling in the data gathering basing mainly on the judgment of the researcher during the selection of samples this is to focus to the specific indicators or criteria as perceived in the conduct of this study. The research design is quasi – experimental since not all elements in experi-

mental phase were strictly observed.

Figure 2 below shows a flowchart on the research implemen-

tation and data gathering across the four quarters of the School Year 2022-2023.
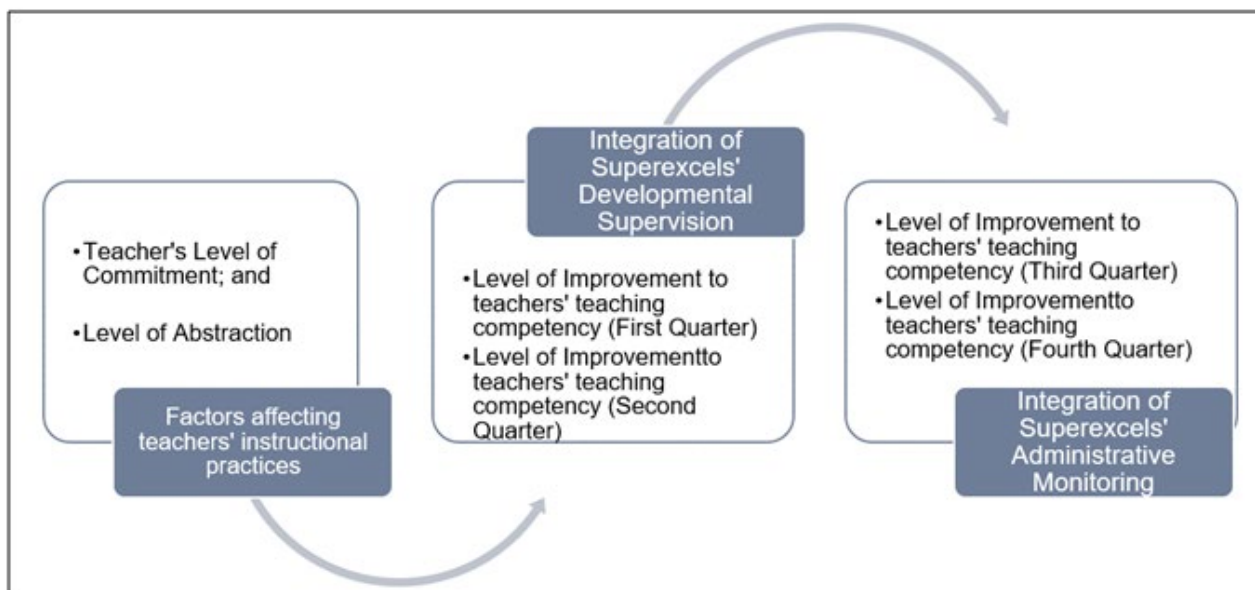
Figure 1: Flowchart on The Research Implementation and Data Gathering Across the Four Quarters of The School Year 2022-2023.

In generating results from this study, the following procedures were observed. To answer question number one, the researcher conducted professional self-assessment/inventory on the teachers' competency in teaching and conducted prime analysis on the patterns of their gender, specialization, and experience through their length of service as a minimum requirement prior to the conduct of instructional supervision each week across four quarters using two of the instructional supervision approaches of Super Excels.

The researcher employed Developmental Supervision during the First two quarters and Instructional Supervision through Administrative Monitoring in the Second two quarters.

The researcher also used 4-level Likert scale to indicate their level of agreement or disagreement and the levels of improvement as to the integration of Super Excels to instructional supervision. The Likert scale used is as indicated below, to wit:

Scale Interval	Interpretation
1.0 – 1.74	Very Low Level
1.75 – 2.49	Low Level
2.5 – 3.24	High Level
3.25 – 4.0	Very High Level

Results of instructional supervision using these instructional approaches weekly were carefully taken, analyzed, and consolidated to obtain the necessary data for the study. Questionnaires that were employed run through quality assurance and were adopted and modified from published research to assure efficiency and relevance. To answer question numbers two and three, a research questionnaire was employed to teachers following the Commitment Continuum by Glickman, 2002 and the instructional indicators as perceived by [2]. All teachers were supervised through the developmental supervision and were assessed for their experience through the supervision journey. The same procedure was administered in the third and fourth quarters using administrative monitoring approach in instructional supervision. When the data gathering phase of the study is done, data gathered from the assessments were tallied, tabulated, analyzed, and interpreted.

C. Plan for Data Analysis
This action research employed mixed methods. The researcher employed an adapted and modified research questionnaire to teacher-respondents to gather their perceptions on the implementation of the instructional approaches across quarters through the SUPER excels while keeping their information and similar responses private adhering mainly to the provisions in Republic Act 10173 also known as Data Privacy Act 2012. Levels as significantly achieved in teaching competencies were tested through Paired Samples t-test to note significant differences of the improvement during implementation of the interventions. Relative differences in the levels of their teaching competence from the first to the fourth quarter were identified and interpreted as to their implications on the levels of improvement. Moreover, the instruments were subjected to a reliability test with 0.80 level of Cronbach Alpha. This was determined through the Special Package for Social Sciences or SPSS.

5. Discussion of Results and Reflections

This part presents the results of the integration of the SUPER excels modules through Developmental Supervision for the First two quarters and Administrative Monitoring for the last two quarters of the School Year 2022-2023. The results were taken during the implementation periods of each of the instructional supervision approach were carefully tabulated and analyzed. Mean Scores were carefully interpreted and levels of significance for the improvement during the implementation were tested and conscientiously interpreted.

Teacher's Code	Position	Experience (years)	Specialization
1. Teacher M1	T1	4-6	Filipino
2. Teacher F1	T3	4-6	Science
3. Teacher F2	T1	1-3	English
4. Teacher F3	T2	1-3	Science
5. Teacher M2	T1	4-6	Aral.Pan.
6. Teacher F4	T1	1-3	TLE
7. Teacher F5	T1	1-3	Filipino
8. Teacher F6	T3	7-9	Math
9. Teacher M3	T3	4-6	English
10. Teacher F7	T1	1-3	TLE
11. Teacher M4	T1	1-3	TLE
12. Teacher F8	T1	1-3	Math
13. Teacher F9	T3	7-9	English
14. Teacher M5	T2	1-3	Science
15. Teacher F10	T2	1-3	Filipino
16. Teacher F11	T1	7-9	Filipino
17. Teacher M6	T1	7-9	Filipino
18. Teacher F12	T3	7-9	Science
19. Teacher M7	T1	7-9	TLE
20. Teacher F13	T1	1-3	Science

Table 1: Teachers' Demographics.

Table 1: shows the Teachers' Demographics including Teachers' teaching positions, experience range in years, and their field of specialization. As seen in the table, majority of the teachers are still neophyte, and that majority still spends below 10 years in experience to the service.

Teacher's Code	CONSOLIDATED MEAN BY CATEGORY				Remarks	Interpretation
	Category 1 (Teacher Dropout)	Category 2 (Unfocused Worker)	Category 3 (Analytical Observer)	Category 4 (Professional Teacher)		
1. Teacher M1	1.13	2.2	3.21	3.41	Professional Teacher	High Commitment & Abstraction
2. Teacher F1	1.73	1.18	3.11	3.28	Professional Teacher	High Commitment & Abstraction
3. Teacher F2	1.13	3.26	2.34	3.18	Unfocused Worker	High Commitment, Low Abstraction
4. Teacher F3	1.10	3.43	2.18	3.21	Unfocused Worker	High Commitment, Low Abstraction

5. Teacher M2	1.09	3.27	3.21	2.44	Unfocused Worker	High Commitment, Low Abstraction
6. Teacher F4	1.18	3.25	3.11	2.55	Unfocused Worker	High Commitment, Low Abstraction
7. Teacher F5	1.16	3.39	2.42	3.11	Unfocused Worker	High Commitment, Low Abstraction
8. Teacher F6	1.71	3.30	3.18	2.83	Unfocused Worker	High Commitment, Low Abstraction
9. Teacher M3	1.11	3.32	2.84	3.13	Unfocused Worker	High Commitment, Low Abstraction
10. Teacher F7	1.63	3.55	2.68	2.55	Unfocused Worker	High Commitment, Low Abstraction
11. Teacher M4	1.21	3.43	2.33	2.16	Unfocused Worker	High Commitment, Low Abstraction
12. Teacher F8	1.61	3.18	3.49	2.76	Analytical Observer	High Abstraction, Low Commitment
13. Teacher F9	1.31	2.44	3.66	3.21	Analytical Observer	High Abstraction, Low Commitment
14. Teacher M5	1.22	2.16	3.26	2.11	Analytical Observer	High Abstraction, Low Commitment
15. Teacher F10	1.18	3.44	2.22	3.31	Unfocused Worker	High Commitment, Low Abstraction
16. Teacher F11	1.78	3.25	2.43	2.21	Unfocused Worker	High Commitment, Low Abstraction
17. Teacher M6	1.66	3.25	2.18	2.16	Unfocused Worker	High Commitment, Low Abstraction
18. Teacher F12	1.81	3.33	3.14	2.81	Unfocused Worker	High Commitment, Low Abstraction
19. Teacher M7	2.11	3.43	2.89	1.77	Unfocused Worker	High Commitment, Low Abstraction
20. Teacher F13	3.68	2.67	1.18	1.16	Teacher Drop-out	Low Abstraction, Low Commitment

Table 2: Teachers' Category in Terms of Instructional Practices and Their Levels of Commitment and Abstraction.

Table 2 reflects teachers' category in terms of instructional practices and their levels of commitment and abstraction. Abstraction refers to the teacher's ability to think, define and solve problems, summarize, and draw conclusions. It also refers to the ability to translate knowledge into activities such as teaching, learning, and implementing activities. Commitment on the other hand includes the time and effort spent by teachers in carrying out his/her tasks. As perceived, majority of the teachers were classified

under Unfocused Worker which implies teachers with high level of commitment and low abstraction.

No	Indicators	Mean	Level
1	Classroom observation allows me to think creatively to conduct the lesson	2.60	HIGH LEVEL
2	Supervision focuses more on my mistakes in teaching and learning	1.79	LOW LEVEL
3	I feel relaxed while I am being supervised	2.48	HIGH LEVEL
4	I feel supervision is inspection than a collaborative process	2.70	HIGH LEVEL
5	I prefer to be observed as I can develop my teaching skills	2.47	LOW LEVEL
6	I always consult my supervisor after being supervised for improvement	3.10	HIGH LEVEL
7	I feel anxious and uncomfortable when my supervisor observes me	3.12	HIGH LEVEL
8	I don't prefer to be supervised as I am being judged	2.81	HIGH LEVEL
9	After being supervised, I am willing to spend my time to discuss my difficulties with my supervisor	1.80	LOW LEVEL
10	There are changes in my behavior after I have been supervised	2.89	HIGH LEVEL
11	The feedbacks given by my supervisor is very clear during the discussion	3.14	HIGH LEVEL
12	I am given the chance to provide suggestions for future improvement	3.22	HIGH LEVEL
13	I learn new teaching techniques from my supervisor	3.28	VERY HIGH LEVEL
14	My behaviors toward teaching have changed	3.19	HIGH LEVEL
15	Regular supervision reduces my anxiety of being supervised	3.81	VERY HIGH LEVEL
16	After being regularly supervised, I improve my classroom instruction and management	3.18	HIGH LEVEL
17	I prefer using my own method of teaching	2.18	HIGH LEVEL
AVERAGE MEAN		**2.81**	**HIGH LEVEL**

Table 3: Level of Improvement of Teachers' Teaching Competency as Perceived Towards Their Attitude Through Developmental Supervision for The First Quarter.

Table 3 shows the level of improvement of teachers' teaching competency as perceived towards their attitude through Developmental Supervision for the first quarter. The result shows a high level of improvement with an average mean of 2.81.

No	Indicators	Mean	Level
1	Classroom observation allows me to think creatively to conduct the lesson	3.18	HIGH LEVEL
2	Supervision focuses more on my mistakes in teaching and learning	1.55	VERY LOW LEVEL
3	I feel relaxed while I am being supervised	2.60	HIGH LEVEL
4	I feel supervision is inspection than a collaborative process	2.23	LOW LEVEL
5	I prefer to be observed as I can develop my teaching skills	2.55	HIGH LEVEL
6	I always consult my supervisor after being supervised for improvement	3.18	HIGH LEVEL

7	I feel anxious and uncomfortable when my supervisor observes me	2.45	LOW LEVEL
8	I don't prefer to be supervised as I am being judged	2.81	HIGH LEVEL
9	After being supervised, I am willing to spend my time to discuss my difficulties with my supervisor	2.23	LOW LEVEL
10	There are changes in my behavior after I have been supervised	2.89	HIGH LEVEL
11	The feedbacks given by my supervisor is very clear during the discussion	3.28	VERY HIGH LEVEL
12	I am given chance to provide suggestions for future improvement	3.22	HIGH LEVEL
13	I learn new teaching techniques from my supervisor	3.28	VERY HIGH LEVEL
14	My behaviors toward teaching have changed	3.17	HIGH LEVEL
15	Regular supervision reduces my anxiety of being supervised	3.90	VERY HIGH LEVEL
16	After being regularly supervised, I improve my classroom instruction and management	3.10	HIGH LEVEL
17	I prefer using my own method of teaching	1.73	VERY LOW LEVEL
AVERAGE MEAN		**2.79**	**HIGH LEVEL**

Table 4: Level of Improvement of Teachers' Teaching Competency as Perceived Towards Their Attitude Through Development Supervision for The Second Quarter.

Table 4 shows the level of improvement of teachers' teaching competency as perceived towards their attitude through Development Supervision for the Second Quarter. The result shows a high level of improvement with the average mean of 2.79.

Period of Implementation	Mean	t	df	Interpretation
1st Quarter – 2nd Quarter	0.02412	0.324	16	**t(16) = 0.324, p > 0.05.** Therefore, levels of improvement as noted during the first and second implementation of developmental supervision is not significant.

Table 5: Test of The Significant Difference Between the Levels of Improvement During the First and Second Implementation of Developmental Supervision.

Table 5 above reflects the test of significant difference between the levels of improvement during the first and second implementation of developmental supervision. Computed t value at 16 df is 0.324 which is greater than the p value at 5% level of significance. Hence, levels of improvement as noted during the first and second implementation of developmental supervision is not significant.

No	Indicators	Mean	Level
1	Classroom observation allows me to think creatively to conduct the lesson	2.16	HIGH LEVEL
2	Supervision focuses more on my mistakes in teaching and learning	2.60	HIGH LEVEL
3	I feel relaxed while I am being supervised	3.10	HIGH LEVEL
4	I feel supervision is inspection than a collaborative process	3.49	VERY HIGH LEVEL
5	I prefer to be observed as I can develop my teaching skills	2.80	HIGH LEVEL
6	I always consult my supervisor after being supervised for improvement	2.18	HIGH LEVEL
7	I feel anxious and uncomfortable when my supervisor observes me	1.79	LOW LEVEL
8	I don't prefer to be supervised as I am being judged	1.18	VERY LOW LEVEL

9	After being supervised, I am willing to spend my time to discuss my difficulties with my supervisor	2.46	HIGH LEVEL
10	There are changes in my behavior after I have been supervised	1.55	VERY LOW LEVEL
11	The feedbacks given by my supervisor is very clear during the discussion	1.11	VERY LOW LEVEL
12	I am given chance to provide suggestions for future improvement	2.21	LOW LEVEL
13	I learn new teaching techniques from my supervisor	2.18	HIGH LEVEL
14	My behaviors toward teaching has changed	1.77	LOW LEVEL
15	Regular supervision reduces my anxiety of being supervised	3.26	VERY HIGH LEVEL
16	After being regularly supervised, I improve my classroom instruction and management	2.28	HIGH LEVEL
17	I prefer using my own method of teaching	2.16	HIGH LEVEL
AVERAGE MEAN		**2.25**	**LOW LEVEL**

Table 6: Level of Improvement of Teachers' Teaching Competency as Perceived Towards Their Attitude Through Administrative Monitoring for The Third Quarter.

Table 6 shows the level of improvement of teachers' teaching competency as perceived towards their attitude through Administrative Monitoring for the Third Quarter The result shows a low level of improvement with the average mean of 2.25.

No	Indicators	Mean	Level
1	Classroom observation allows me to think creatively to conduct the lesson	1.76	LOW LEVEL
2	Supervision focuses more on my mistakes in teaching and learning	2.76	HIGH LEVEL
3	I feel relaxed while I am being supervised	3.19	HIGH LEVEL
4	I feel supervision is inspection than a collaborative process	3.49	VERY HIGH LEVEL
5	I prefer to be observed as I can develop my teaching skills	2.80	HIGH LEVEL
6	I always consult my supervisor after being supervised for improvement	2.18	LOW LEVEL
7	I feel anxious and uncomfortable when my supervisor observes me	1.79	LOW LEVEL
8	I don't prefer to be supervised as I am being judged	1.10	VERY LOW LEVEL
9	After being supervised, I am willing to spend my time to discuss my difficulties with my supervisor	1.46	VERY LOW LEVEL
10	There are changes in my behavior after I have been supervised	2.32	LOW LEVEL
11	The feedbacks given by my supervisor is very clear during the discussion	1.09	VERY LOW LEVEL
12	I am given chance to provide suggestions for future improvement	2.21	LOW LEVEL
13	I learn new teaching techniques from my supervisor	2.35	LOW LEVEL
14	My behaviors toward teaching has changed	1.81	LOW LEVEL
15	Regular supervision reduces my anxiety of being supervised	3.47	VERY HIGH LEVEL
16	After being regularly supervised, I improve my classroom instruction and management	2.18	HIGH LEVEL
17	I prefer using my own method of teaching	1.64	VERY LOW LEVEL
AVERAGE MEAN		**2.21**	**LOW LEVEL**

Table 7: Level of Improvement of Teachers' Teaching Competency as Perceived Towards Their Attitude Through Administrative Monitoring for The Fourth Quarter.

Table 7 shows the level of improvement of teachers' teaching competency as perceived towards their attitude through Administrative Monitoring for the Fourth Quarter The result shows a low level of improvement with the average mean of 2.21.

Period of Implementation	Mean	t	df	Interpretation
3rd Quarter – 4th Quarter	0.22721	0.453	16	**t(16) = 0.453, p > 0.05.** Therefore, levels of improvement as noted during the first and second implementation of administrative monitoring is not significant.

Table 8: Test of The Significant Difference Between the Levels of Improvement During the Third and Fourth Implementation of Administrative Monitoring.

Table 8 above reflects the test of significant difference between the levels of improvement during the third and fourth implementation of administrative monitoring. Computed t value at 16 df is 0.453 which is greater than the p value at 5% level of significance. Hence, levels of improvement as noted during the first and second implementation of administrative monitoring is not significant.

No	Indicators	Mean	Level
1	I improve my classroom instruction in order to deliver the lesson successfully	3.38	VERY HIGH IMPACT
2	My teaching becomes more creative and interesting with the guidance from my supervisor	3.42	VERY HIGH IMPACT
3	I have good classroom management after I have been supervised by the supervisor	3.16	HIGH IMPACT
4	I do better in my teaching without receiving any guidance from my supervisor	2.55	HIGH IMPACT
5	There is an improvement in my teaching after I have been supervised	3.13	HIGH IMPACT
6	I improve my teaching practices as I often follow my supervisor's suggestions or feedbacks	3.14	HIGH IMPACT
7	Students enjoy my improved teaching style	2.29	HIGH IMPACT
8	I have good classroom control after being supervised	3.18	HIGH IMPACT
9	My students are more attentive in my class after I have been supervised	3.45	VERY HIGH IMPACT
10	My students perform well in exams as I change my teaching style after being supervised	2.89	HIGH IMPACT
11	I can't teach well if I am being supervised	2.80	HIGH IMPACT
AVERAGE MEAN		**3.04**	**HIGH IMPACT**

Table 9: Impact of The Integration of Super Excels Module Through Instructional Supervision to Teachers' Teaching Competencies in Camanga National High School.

Table 9 shows the impact of the integration of SUPER excels module through instructional supervision to teachers' teaching competencies in Camanga National High School. There are 11 indicators being considered and these garners an average mean of 3.04 which implies that the integration of SUPER excels module to instructional supervision yields with a high impact to teachers' teaching competencies, respectively.

6. Summary of Findings
The following are the findings on the improvement of academic performance in Science of Grade 7 Learners using Strategic Intervention Material. The following would serve answers to the specific problems of the study:

6.1 What Are the Teachers' Categories in Terms of Instructional Practices When Data are Grouped into: 1.1. Level of commitment; and 1.2. Level of abstraction?
As reflected in the data presented in Table 2, it has been noted that there are 2 Professional Teachers with high levels of commitment and abstraction, 14 of whom are Unfocused Workers with high levels of commitment but with low level of abstraction, 3 of whom are Analytical Observers with high levels of abstraction but with low level of commitment, and 1 Teacher Dropout with low levels of commitment and abstraction.

6.2 What Is the Level of Improvement of Teachers' Teaching Competency as Perceived Towards Their Attitude in Developmental Supervision Using Super excels Modules When Data Are Grouped Into: 2.1. First Implementation (1st quarter); and 2.2. Second Implementation (2nd quarter)?

As reflected in the data presented in Table 3 it showed the level of improvement of teachers' teaching competency as perceived towards their attitude through Developmental Supervision for the first quarter. The result showed a high level of improvement with an average mean of 2.81. In Table 4 it showed the level of improvement of teachers' teaching competency as perceived towards their attitude through Development Supervision for the Second Quarter. The result showed a high level of improvement with the average mean of 2.79. In addition, Table 5 reflected the test of significant difference between the levels of improvement during the first and second implementation of developmental supervision. Computed t value at 16 df is 0.324 which is greater than the p value at 5% level of significance. Hence, levels of improvement as noted during the first and second implementation of developmental supervision is not significant.

6.3 What Is the Level of Improvement of Teachers' Teaching Competency as Perceived Towards Their Attitude in Administrative Monitoring Using Super excels Module When Data Are grouped into: 3.1. First Implementation (3rd quarter); and 3.2. Second Implementation (4th quarter)?

As reflected in the data presented in Table 6, the level of improvement of teachers' teaching competency as perceived towards their attitude through Administrative Monitoring for the Third Quarter it showed a low level of improvement with the average mean of 2.25 while Table 7 showed the level of improvement of teachers' teaching competency as perceived towards their attitude through Administrative Monitoring for the Fourth Quarter it showed a low level of improvement with the average mean of 2.21. In addition, Table 8 reflected the test of significant difference between the levels of improvement during the third and fourth implementation of administrative monitoring. Computed t value at 16 df is 0.453 which is greater than the p value at 5% level of significance. Hence, levels of improvement as noted during the first and second implementation of administrative monitoring is not significant.

6.4 How Does the Integration of Super excel Module Through Instructional Supervision Have Impacted Teachers' Teaching Competencies in Camanga National High School?

As presented in Table 9 it showed the impact of the integration of SUPER excels module through instructional supervision to teachers' teaching competencies in Camanga National High School where there are 11 indicators being considered and these garnered an average mean of 3.04 which implied that the integration of SUPER excels module to instructional supervision yielded to have a high impact to teachers' teaching competen-

cies, respectively.

Reflections/Recommendations:
Based on the findings and conclusions of the study, the following reflections/recommendations were formulated:

- School Administrators and Instructional Supervisors are in dire need to classify all teachers in the field according to category to identify their levels of commitment and abstraction and to determine the most effective supervisory orientation and technical assistance for them.
- The Teacher Dropout and Unfocused Worker may need to be directly supervised. They may require more intense and prolonged help in the classroom as he/she faces a special problem or challenge. The supervisor should emphasize the behaviors of demonstrating, directing, setting standards for improvement, and using incentives to reinforce the teacher's behavior.
- The Analytical Observer may need to be collaboratively supervised. The teacher and the supervisor may solve problems, plan activities and events, and make decisions together. There should be reciprocity between the teacher and the supervisor that will result in a shared decision on what needs to be done. The behaviors of presenting, problem-solving, and negotiating are primarily used to develop a plan of activities in which both the teacher and the supervisor will assume responsibility.
- The teachers that belong to the category of Professional Teacher may be indirectly supervised because they may need to be listened to, clarified, and encouraged even more to deliver good quality instruction. These teachers can analyze and solve their own instructional problems. Minimal help is given by the instructional supervisor who trusts this type of teacher and is getting the direction and help needed from his/her colleagues.
- The implementation period of developmental supervision may be given enough time to note even significant results upon their integration in instructional supervision to increase attainment of learning competencies hence enhancing teachers' competencies in the teaching-learning process.
- The conduct of this study can be extensively conducted to other school levels in elementary and secondary levels.
- The scope of this research may also be widened in different aspects in deeper technical dimensions.

7. Action Research Work Plan and Timelines

Goal: To enhance and develop Teachers' Competency in Teaching using
SUPER excels modules in Instructional Supervision

Objective: To implement the integration of SUPER excels modules in Instructional

Activity	Date Started	Date Finished	Strategies	Resources	Expected Output
Identifying Respondents	08/22/2022	08/22/2022	Selection of Respondents	None	Identified Respondents
Conduct of Orientation on Classroom Management during LAC Session	08/26/2022	08/26/2022	Preparation of LAC Plan	Bondpaper	Conducted LAC Session
Evaluating Teachers' Level of Commitment and Abstraction	09/08/2022	09/09/2022	Preparation of Checklist	Bondpaper Printer	Evaluated Teachers' Level of Commitment and Abstraction
Conducting Classroom Observation, Mentoring and Coaching (First Quarter)	09/12/2022	10/14/2022	Class Observation, Mentoring and Coaching, Post Conferences	Bondpaper Printer	Conducted Classroom Observation, Mentoring and Coaching
Conducting Classroom Observation, Mentoring and Coaching (Second Quarter)	11/14/2022	01/13/2023	Class Observation, Mentoring and Coaching, Post Conferences	Bondpaper Printer	Conducted Classroom Observation, Mentoring and Coaching
Conducting Classroom Observation, Mentoring and Coaching (Third Quarter)	02/13/2023	04/14/2023	Class Observation, Mentoring and Coaching, Post Conferences	Bondpaper Printer	Conducted Classroom Observation, Mentoring and Coaching
Conducting Classroom Observation, Mentoring and Coaching (Fourth Quarter)	05/08/2023	06/09/2023	Class Observation, Mentoring and Coaching, Post Conferences	Bondpaper Printer	Conducted Classroom Observation, Mentoring and Coaching
Finalizing and Interpreting Results	06/19/2023	06/23/2023	Interpreting Results	Bondpaper Printer	Researcher has interpreted the results
Submitting Findings / Advocating for dissemination / LRMDS uploading	06/26/2023	06/30/2023	Consolidating Research Results	Pocket WiFi / Internet Connectivity	Researcher has submitted findings to the School Head, District Office and the Division Office

Supervision to improve teachers' teaching competency in camanga national high school.

8. Plans for Dissemination and Advocacy

This study was conducted to integrate the SUPER excels modules in supervising instructional competence of teachers in Camanga National High School. The researcher assumed that the problem that was treated in this study may be true to other schools. In this regard, the researcher aimed to reinforce the same problem by integrating the SUPER excels modules in supervising instructional competence of teachers in Camanga National High School. The researcher used instructional supervision approaches such as class observation, mentoring, and coaching as may be deemed necessary to conduct developmental supervision and administrative monitoring in SUPER excels.

The results of this study may be uploaded to the e-Saliksik Portal after which thorough quality assurance is done for immediate dissemination of the research data. Further, the researcher aimed to present the results during the School Learning Action Cells and other related events such as higher-level research congress and colloquiums. Moreover, such research results will be presented to In-Service Trainings and other professional gatherings that may find this research appropriate.

Programs, Projects, and other similar activities that will be found essential as basis of the findings of this study maybe included in the Schools Annual Implementation Plan for proper funding and implementation.

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