

## **ROLE PERFORMANCE OF TLE SUPERVISORS: ITS IMPLICATIONS TO SUPERVISORY PRACTICES IN UNIVERSITY SETTING**

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**ABSTRACT:** *The main purpose of this study is to better understand the practice of instructional supervision by examining supervisors' perspectives about how they experienced and conceptualised instructional supervision. A descriptive survey and research and development were the method used. Data gathered from a questionnaire, interviews, and policy documents on the role of supervision. The questionnaire included 34 Likert scale items. For each Likert scale item, participants were asked to answer how often they experienced a particular practice as well as the extent to which they agreed that it should be practiced. Sixteen university supervisors/program heads in the different colleges/units participated and were interviewed. The answered questionnaire was also analysed. The roles performed by supervisors were categorized into six areas and rank these role categories in the following order of decreasing average mean value: instructional goals and objectives; other activities, not directly related to supervision; research; improving the curriculum and teaching materials, and improving faculty morale. The findings of this study revealed that there is perfect positive correlation between mean responses of supervisors of colleges and laboratory schools. This study's findings also highlight a number of problems which are likely to negatively affect the conduct of instructional supervision in the university, thus, the researcher ventured him to develop a supervisory manual to fill in the gaps. The usefulness of the supervisory manual was then assessed by the respondents. The respondents found the material to be useful as revealed by their testimonials. Thus it was concluded that material is suitable in preparing, helping and guiding TLE future supervisors. It was recommended that the school leaders use instructional supervision to improve teaching and learning by providing practising teachers with on-going support and guidance after their initial teacher training programmes, support supervisors in their endeavours like graduate studies. The validated material could be used to supplement the existing material being utilized by the supervisor to help them develop the required competencies and further master their roles and skills required of a supervisor.*

**KEYWORDS:** Department/Program Supervisor, Technology and Livelihood Education, Supervisor Manual, Tle Teachers

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### **INTRODUCTION**

Efficient supervision maximizes the satisfaction of educational achievement. Supervision is portrayed as leadership, and this role is given to trained professional men and women who are believed to perform the role of a motivator, counsellor, trainer, helper, and above all, a good leader.

As motivator, the supervision injects the elements that start the job in the right way until the work process keeps on to move continuously toward the realization of desired goals; as a counsellor, he gives the proper advice and guidance to his subordinate after examining their

weaknesses and strengths. As a trainer, he liberates the will to work and provide opportunities to supplement the insufficient knowledge of his people. As a helper, he assists sincerely in making his subordinates as well as the pupil to unfold and bloom; as an agent of change, he propagates a pattern of supervision that would achieve for a service its goals for efficiency; and as a leader, he models for good, directs righteously, controls reasonably and works selflessly and persistent towards the maximum realization of educational goals set for him. Furthermore, he is also an innovative, an expert in the management of both human and technical resources in the organization (Rous, 2004).

Supervisors are the enablers or implementers in education who are to be equipped with an up-to-date knowledge of field of specialization. These are specifically defined duties and responsibilities of supervisors according to Kyle (2000). The supervisors assume leadership role in education so that he is expected to do his work well. He must be willing and dedicated in performing his duties.

Brameld (2000) explained that the spirit of modern supervisor stresses not only teachers' growth but teacher participation in the study and improvement of the total teaching-learning situations. This necessitates the progress in movement away from the prescription of specific devices and towards the constant stimulation of the teacher to the understanding principles and their use in guiding behaviour. The teacher of the future should be free and an ingenious individual evolving his own minor, everyday techniques through intelligent use of principles. Hence, supervisors, though still suggesting techniques when necessary, will always strive toward the development of all workers toward basic understanding underlying the various aspects of the total educational organization and process. Brameld stressed that "education and supervision must be guided by and should exemplify the principles of democracy" (p. 29)

Supervision is a necessary function or service within an educational organization (Wanzare, Costa, 2000). It is integral part of any general education program and of any specific school system because: on the consultancy basis it is accepted principle in all difficult and complex undertakings in any line of endeavour; in the service of leadership will contribute to unity of purpose and coordination of efforts; despite excellence programs in academic and professional training of all level of educational workers, supervisors contribute to the growth of all; and it keeps abreast all educational workers on the analysis and discussion of research findings, new department, and create suggestions on the latest educational developments (Bays, 2001).

In 2005, Burke and Krey emphasized that the economic, social and educational change going on in our society presently necessitates the restructuring of supervision activities toward this end. Pattern of activities should be designed to accomplish the desired behavioural change.

State University supervisors uses different tools/no evaluation tools and have their own procedures, and process. There are no suited tools that will be used for evaluation; they have to get a copy and modify the evaluation that will suit their needs. Neophyte supervisors do not know of the intervention strategies to be used for their supervisee. The supervisors perform their roles without any printed materials that guide them in accomplishing their role. Thus their roles performance as program head is affected and eventually their relationship with the teachers and students are greatly affected.

With all the tremendous need for supervision in mind, the researcher finally decided to conduct a study on the role performance of supervisors of technology and livelihood education (TLE) and be able to come up with a supervisor's manual based on the findings of the study.

## The Problem

This study attempts to determine the role performance of state university TLE supervisors. Specifically, the study sought answer to the following questions:

1. what are the roles of state university TLE supervisors/program heads in relation to: formulation of instructional objectives of TLE curriculum; improving TLE faculty morale; improving TLE teacher-learning process; improving the TLE curriculum and teaching materials; research; and other activities, not related to supervision?
2. to what extent do they perform these roles?
3. how similar or different are the roles assumed by the supervisors?
4. what gaps, if any, could be identified in the performance of the roles of the supervisors?
5. what supervision program or manual could be developed to address the identified gaps in role performance of supervisors?
6. how useful is the supervision program or manual as assessed by the target users?
7. what are the implications to supervisory practices in university settings?

## METHODOLOGY

**Design of the Study.** This study made use of the descriptive survey and research and development designs with the supervisors and program heads as the unit of analysis. The variables of the study were to measure the role performance of the supervisors and program heads of state university that served as the basis for the development of the supervisory manual that will fill in the gaps.

**Population and Sampling.** The study was conducted at the different colleges/units of a state university in Ilocos Norte that involves the supervisors and programs heads of the Technology and Livelihood Education as the main respondents of the study. They will be purposively selected since there are only a few of them and that it will be represented the total number of heads in the university. The college of industrial technology has the most number of respondents since they were the one that offers majority of the components of TLE.

**Instrument.** A questionnaire checklist was constructed for this study. The questionnaire was designed to gather information on the role performance by supervisors in improving educational institution and administration. The checklist is composed of 34 varied activities performed by supervisors and program heads and it is where classified into six, namely: instructional, improving staff morale, improving teaching learning process, improving the curriculum and materials of teaching, research and others activities not directly related to supervision. The six headings elicit data on the roles performed by the respondents. The respondents were asked to check the activities according to the degree of performance.

**Data Gathering Procedure.** A letter of permission to conduct the study was forwarded for the approval of the dean of the colleges after which copies of the questionnaire were distributed by

research assistants trained by the researcher. The questionnaire was administered on-the-spot and collected by the research assistants. This style was chosen to ensure 100% receipt of the questionnaire. Interviews were also conducted at varied times. This study was limited to the supervisors/program heads of a state university in Ilocos Norte teaching any components of the TLE whether agriculture and fishery arts (AFA), industrial arts (IA), home economics (HE), and information and communication technology (ICT). Data was gathered from the different colleges of the state university affecting the aforementioned subjects. The units identified were: College of Teacher Education (CTE); College of Industrial Technology (CIT); Laboratory High School (LHS); College of Agriculture, Food and Sustainable Development (CAFSD); College of Business Economics and Accountancy (CBEA); and Laboratory High School-Science Curriculum (LHS-SC). In as much as the supervisors are the control figure in the key operation of the university, they will be the only respondents for this study. This study is limited to the responses of the respondents to the instrument developed by the researcher.

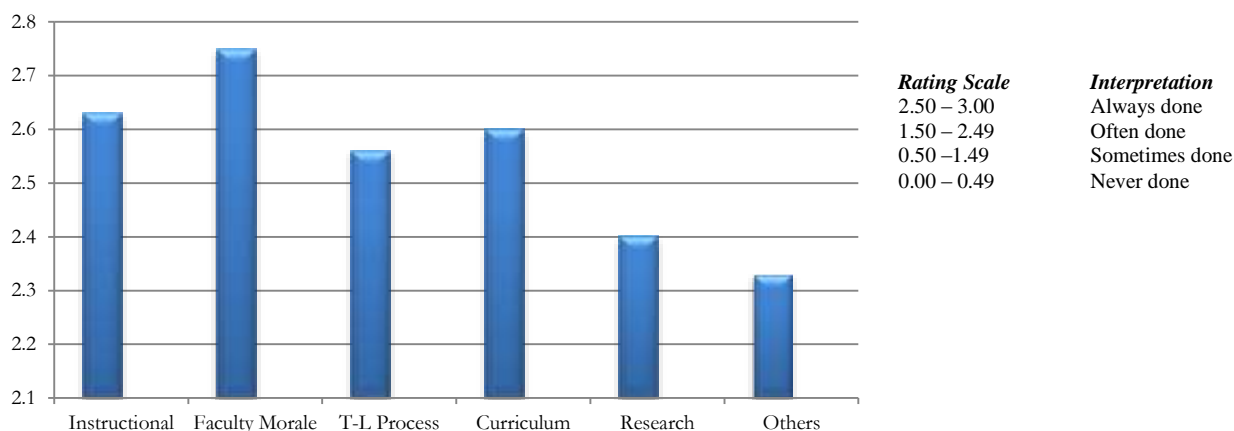
**Validity and Reliability of Instrument.** The instrument was subjected to face validation by experts in the educational administration and supervision department, University of the Philippines, Diliman. Ten copies of the instrument were administered to respondents who were not part of the sample. Cronbach Alpha formula was used to analyse the data. A reliability coefficient index of .75 was obtained and based on that, the instrument was adjudged reliable.

**Data Analysis.** Statistics used in the treatment of the data are mean value and the correlation. On the bases of the item mean value, the items were ranked from the highest to the lowest. Likewise on the basis of the rank order the items were rearranged to show the degree of frequency the activities were performed. Spearman rank of correlation was used to determine the similarity of the responses according to degree of performance in interpreting the correlation value the following was used:

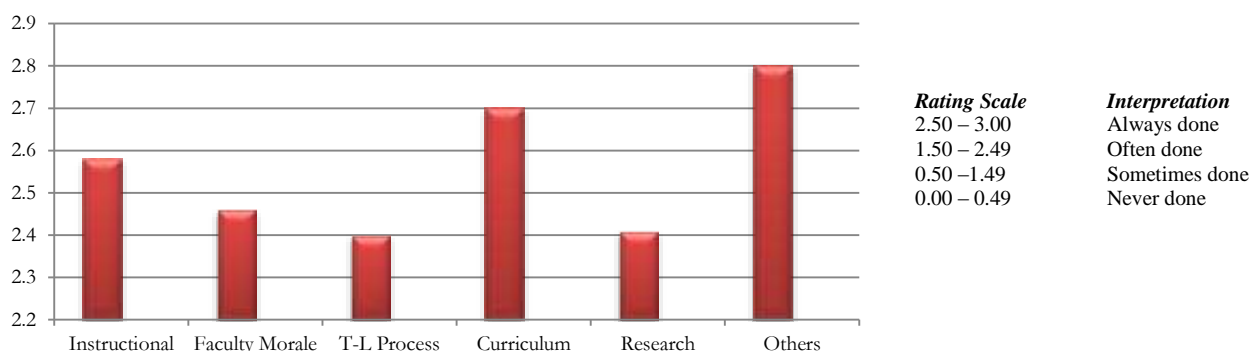
## RESULTS AND DISCUSSION

### Roles of MMSU TLE Supervisors/Program Heads

*Activities of the laboratory schools supervisors.* The overall reaction of the TLE supervisors in the laboratory schools is shown in figure 1. The data in the table indicates that majority of all the 34 activities, it is rated 2.54 which were always done by the supervisors. The laboratory schools in general of the university have high degree of performance on the improvement of faculty morale, instructional, curriculum and materials of teaching and the teaching learning process with the mean value of 2.75, 2.63, 2.60, and 2.56 respectively. This may be attributed to the fact that the laboratory schools are upholding the quality education and developing wholesome and holistic environment to its faculty and students. Laboratory schools of the university served as the training ground for new faculty members of the university before they will be given a load or teach in the college level. It can be noted that research and other activities not directly related to supervision is oftenly done to a lower degree.

**Figure 1. Mean value responses by the Laboratory Schools TLE supervisors**

*Activities of the college supervisors.* Figure2 shows that the average mean value of the respondents combined by area is 2.56 which indicate that the six areas are always done by the supervisors. As could be gleaned in the table the degree of performance in the other activities not directly related to supervision is markedly high compared to instructional and improving the curriculum and materials of teaching. This may be attributed to the fact that, there is much stress in the involvement of supervisors in other activities such as campaigns, management, beautification and environmental situations, production and extension where the supervisors are directly involved. These are also where they acquire experience for efficient and effective performance of their activities and duties. Improving teaching-learning has the lowest mean value compared to others though it is often done to a lower degree.

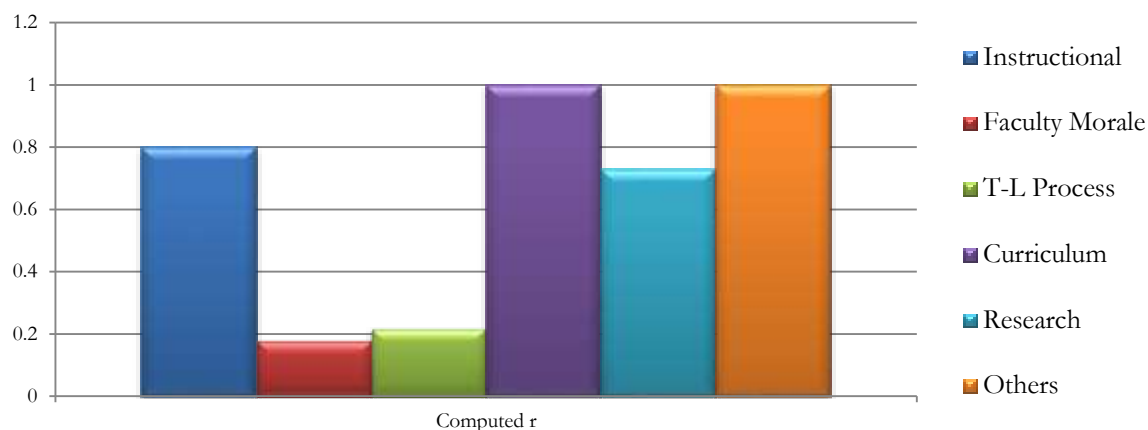
**Figure 2. Mean value responses by the College TLE supervisors**

*Correlation Between Responses of Supervisors.* Figure 3 shows the TLE supervisors of MMSU performs to a large extent similar supervisor activities. They have perfect positive correlation ( $r=1$ ) in improving curriculum and teacher materials and other activities not directly related to supervision; and high similarity in instructional ( $r=.80$ ) and research ( $r=.73$ ), slight similarity on improving teaching-learning process ( $r=.22$ ). There is no similarity in improving faculty morale ( $r=.18$ ).

It can be seen that the supervisors both in laboratory schools and college supervisors generally performed more on varied activities. This may mean that the supervisors are doing their

supervisory activities with a high degree of performance in delivering the quality of education and management.

**Figure 3. Correlation between responses of TLE supervisors**



Rating Scale	Interpretation/Description
1.00	Perfect relationship or similarity
0.70 – 0.99	High relationship or similarity
0.41 – 0.69	Marked relationship or similarity
0.21 – 0.40	Slight relationship or similarity
0.00 – 0.20	No relationship or similarity

### Identified Gaps in Performance the Role of TLE Supervisors

Some of these gaps were (table 1): no available supervisory manual that could include in the discussion the four faculty commitments of the university, such as the instruction, research, extension, and production; not uniform/generic evaluation tools/instruments for supervisors use and if there is available tools, there is no specific rationale/objectives in utilizing such instrument; supervisor would like to have a handbook that will guide them in their responsibilities, protocol, processes, and procedure; they would like to have be enlightened on the supervisor characteristics and supervisory practices; unorganized supervisory schedule to follow and as basis for neophyte supervisors because of the bulk of work as a supervisor. Actions taken are done based on the identified problems.

As to their comments, respondents commented that a supervisory program/manual is highly commendable, well-discussed and scientific and a great contribution to educational management.

On the whole, the identified gaps according to the respondents may be transformed into a helpful material in preparing for neophyte supervisors or those who are now performing their roles as instructional supervisors. It also helps supervisors and faculty members of teacher-training institutions offering TLE as their majors for it will familiarize them with the quality of education and quality management and that their students should benefited most importantly and that it will fill in the gaps.



**Table 1: Summary of the identified gaps by the respondents and its actions taken.**

Identified Gaps	Action/s Taken
Development of supervisory manual that include the four faculty commitments of the university, such as the instruction, research, extension, and production	Supervisor manual was developed.
There should be uniform/generic evaluation tools/instruments for supervisors use and its rationale/objectives in utilizing such instrument	Evaluation instruments; rationale and objectives were prepared.
Supervisor guide ( <i>responsibilities, protocol, processes, procedures</i> )	Noted and done.
Copy of the supervisor characteristics and supervisory practices; supervisors support intervention strategies	Complete, detailed and comprehensive discussions were included.
Suggested supervisory schedule to follow and as basis for us neophyte supervisors	Supervisory schedule was made.

### Description of the Supervision Manual

The supervision manual in TLE developed in this study aims to adequately prepare and guide future supervisors and become successful in delivering and carrying out his/her goal/task. Topics included are: linking instructional supervision, professional development and teacher evaluation; instructional supervision for practitioners; duties and responsibilities of instructional supervision; processes and procedures for instructional supervision; tools for instructional supervision; and instructional supervision support intervention strategies.

The program/manual has the following features: 1) a list of competencies that should be developed, 2) content topics covered in each component, including detailed discussions of each topic; 3) detailed processes, and procedures involved in supervision; 4) tools used for evaluation; 5) intervention strategies; and 6) comprehensive training schedules to follow for orientation and information dissemination.

### Usefulness of the TLE Supervisory Manual

The usefulness of the supervisory manual was determined by the supervisor and teacher-respondents using their own experiences as teachers, program head, administrators and officer-in-charge basis. Thus, respondents were given time to carefully go over the manual and determine whether it would be useful to other supervisors, what the desirable features are and what need to be improved. All of the interviewees said that the supervisory manual is very good and the research undertaken to develop is highly recommendable. The testimonies revealed their appreciation of the interviewees for the research because they are aware of the need for a material that can help fill the gaps in among the administrator and the faculty. Some respondents were very eager to have a copy of the supervisory manual.

Summing up, the supervisory manual was considered very useful by all the respondents because it included basic, complex, and skills embed in all a supervisory processes. So they are prepared to become better, organized and prepared TLE supervisors. In addition, the

manual includes duties and responsibilities, standard for instructional supervision, processes and procedures, tools and instruments and instructional supervision support intervention strategies.

The results of the study are similar to those of Fe Acosta (1999), Hidalgo (2000) and Esmane (2003), Lansang (1999) and Pangilinan (2001) who found out that the school managers achieved well its functions, roles, duties and promotes independent learning and facilitate the acquisition and assimilation of concepts. Results of this study will provide useful information and knowledge in making value judgement and decision about supervisory policy and activities relevant to the improvement and development of supervision other universities.

### **Implications for Supervisory Practices in University Setting**

Based on the findings, conclusions and recommendations, the following implications are drawn: The knowledge and information obtained from this study including the qualifications standards of the supervisor involved will provide broad fields upon which to make value judgment and decisions about supervisory policy relevant to the educational needs and interest of the university.

Supervisory roles of the colleges and laboratory schools may serve as guidelines in evaluating and restructuring supervision pattern to maximize sequential articulation and best procedures adapted for the accomplishment of desirable outcomes.

It will also provide greater insight on the selection of content and activity to include in curricular offerings of teacher-training institutions to improve educational qualification of teachers who are below undergraduate university qualifications. Supervisors should maintain wider latitude in the performance of their duties to provide equitable opportunities for teachers and supervisors to recognize their own potentialities in the accomplishment of behavioural change.

Supervisors and teachers who are potential materials for higher position should grow professionally and actively participate in school and community activities to carry on the envisioned educational instruction responsive to the needs and interest of the country.

As a government scholar, the experiences derived from my training and findings revealed in this study will be useful in the modification of present supervisory roles of the university making supervision more creative and dynamic.

### **CONCLUSIONS**

In general, the TLE supervisors of MMSU performed varied roles on the improvement and development of instruction and administration. Supervisory roles which supervisors frequently performed mostly pertain to the formulation of instructional goals and objectives, improvement of faculty morale, improvement of teaching-learning process and research activities for innovative programs. Supervision of both in the colleges and laboratory schools are generally served with some variations depends upon the condition.



## RECOMMENDATIONS

Based on the foregoing findings and conclusions, the researcher presents the following recommendations:

1. University presidents should recognize the need for more frequent performance of the activities which evoke improvement and development of instructions and administration.
2. More participation of teachers and supervisors/program heads in planning, evaluating and restructuring of school program of activities to provide understanding for more workable set-up.
3. Provisions should be made to improve the degree of performance in varied supervisory roles; especially Laboratory schools in order to understand better the needs and problems of the teachers and students.
4. Encourage supervisors, principals and teachers to attend graduate or post graduate courses or seminars, conference and workshops to make them knowledgeable on the latest educational trends and innovations to meet the educational needs of the students.
5. Periodic conferences or seminars related to problems encountered by supervisors and teachers should be conducted in order to improve faculty morale and strengthen competency.
6. The developed supervisory manual/program must be tried-out on a bigger scale to further determine its validity and usefulness.
7. Similar or related researches in other fields of study may be conducted. Such an endeavor will surely enrich the accumulated knowledge in every field of interest. The concern should therefore not only be horizontal students with a singular area but also vertical researches.

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