

**SUPERVISORY SKILLS OF ACADEMIC TEAM LEADERS AND
INSTRUCTIONAL PERFORMANCE OF TEACHERS
IN SELECTED ST. PAUL SCHOOLS**

A Master's Thesis
Presented to
the Faculty of the
College of Education Graduate Studies
De La Salle University – Dasmariñas

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Educational Management

CLARENCE FAZ DELA ROSA

August 2016

ABSTRACT

Title of the Research: **SUPERVISORY SKILLS OF ACADEMIC TEAM LEADERS AND INSTRUCTIONAL PERFORMANCE OF TEACHERS IN SELECTED ST. PAUL SCHOOLS**

Author: **CLARENCE FAZ DELA ROSA**

Degree: **Master of Arts in Education**

Major: **Educational Management**

Date of Completion : **August 2016**

This descriptive study was conducted to assess the relationship of the supervisory skills of the academic team leaders to the instructional performance of teachers in selected St. Paul Schools. The results of the study became the basis of a proposed skills development program for academic team leaders.

The researcher's questionnaires were based on the readings about the works related to the study. The most important sources of data were obtained from two groups of respondents, namely: a) thirty – three (33) academic team leaders, and b) one hundred eighty (180) secondary school teachers. Chi-square and pearson product moment correlation were utilized to test the hypotheses of the study.

The findings showed that most of the academic team leaders were young adults, usually 40 – 49 years old, female, single, and bachelor's degree holders with masteral units. They had been in the teaching profession for 16 – 20 years.

The study revealed that the academic team leaders as rated by themselves and by the teachers had high conceptual, human, and technical skills as leaders. On the other hand, the subject teachers rated themselves very high in their instructional performance along personality. They were rated high by themselves and by the academic team leaders in their instructional performance along instructional delivery, classroom management, communication, test and assessment, curriculum planning and development and learning outcomes.

Among the five demographic variables of age, gender, marital status, highest educational attainment, and length of teaching experience, only age showed significant relationship with the supervisory skills of the academic team leaders. Those who were 40 -49 years old had the highest supervisory skills,

The supervisory skills of the academic team leaders and instructional performance of teachers were highly correlated. The higher the supervisory skills of the the academic team leaders were, the higher the instructional performance of the teachers was.

The problem on time management met by the academic team leaders reflected some indicators of their supervisory skills in which they had lower ratings. The activities that were indicated by the academic team leaders as their way of helping the teachers improve their instructional performance were the same activities pointed out by the teachers when

asked about the activities being done by the academic team leaders to help them improve their instructional performance.

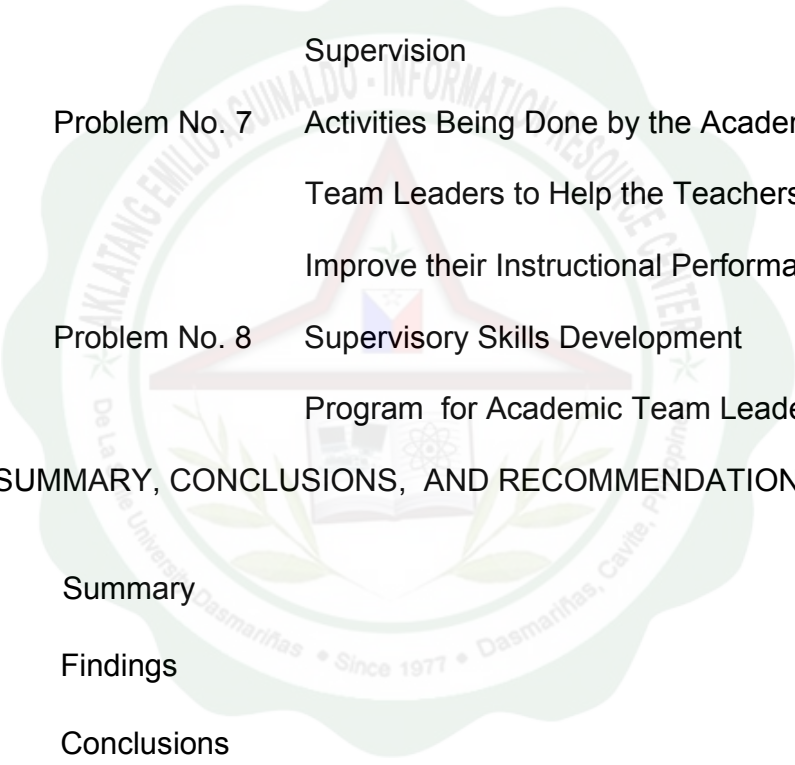
The results of the study and the problems encountered by the academic team leaders were considered in the proposed supervisory skills development program.



TABLE OF CONTENTS

	Page
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	5
ACKNOWLEDGEMENTS	6
TABLE OF CONTENTS	9
LIST OF TABLES	13
LIST OF FIGURES	16
Chapter	
1 THE PROBLEM AND ITS BACKGROUND	17
Introduction	17
Theoretical Framework	22
Statement of the Problem	27
Hypotheses of the Study	28
Scope and Limitation of the Study	29
Significance of the Study	29
Definition of Terms	31

2	REVIEW OF RELATED LITERATURE	34
	Conceptual Literature	34
	Research Literature	58
	Synthesis	64
3	METHODOLOGY	69
	Research Design	69
	Respondents of the Study	70
	Research Instrument	70
	Validation of the Instrument	72
	Data Gathering Procedure	73
	Statistical Treatment of Data	74
4	PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA	
	Problem No. 1 Profile of the Respondents	76
	Problem No. 2 Level of Supervisory Skills of Academic Team Leaders	80
	Problem No. 3 Level of Instructional Performance of Teachers	89
	Problem No. 4 Relationship between the Demographic Profile of the Academic Team Leaders and their Supervisory Skills	104



Problem No. 5	Relationship between the Supervisory Skills of the Academic Team Leaders and the Instructional Performance of Teachers	107
Problem No. 6	Problems Relative to Instructional Supervision	109
Problem No. 7	Activities Being Done by the Academic Team Leaders to Help the Teachers Improve their Instructional Performance	111
Problem No. 8	Supervisory Skills Development Program for Academic Team Leaders	113
5	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	118
	Summary	118
	Findings	120
	Conclusions	125
	Recommendations	126

REFERENCES 128

APPENDICES

A. Letter of Request 134

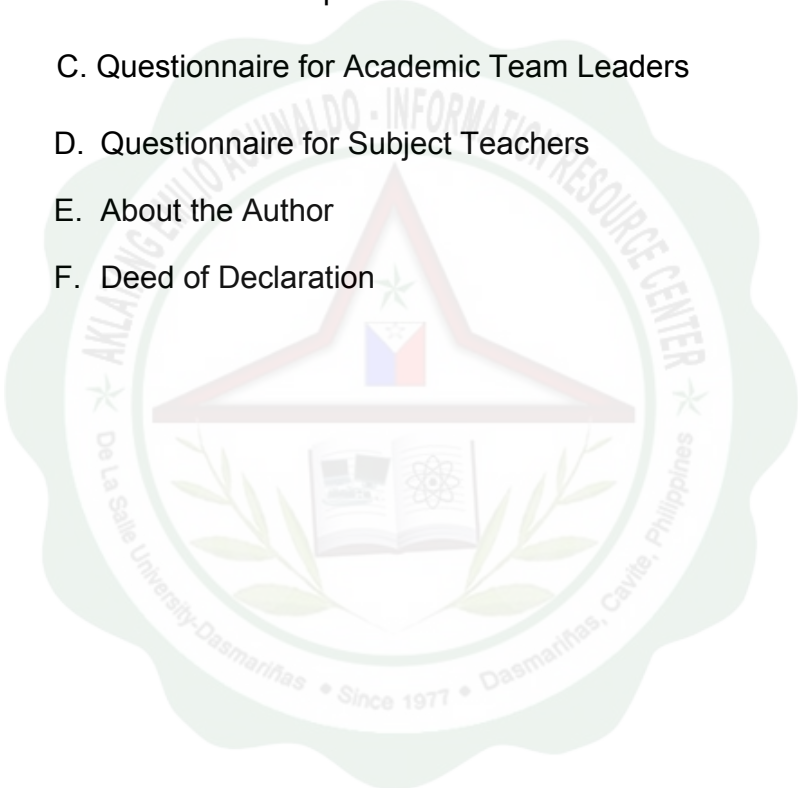
B. Letter to the Respondents 135

C. Questionnaire for Academic Team Leaders 136

D. Questionnaire for Subject Teachers 141

E. About the Author 147

F. Deed of Declaration 148

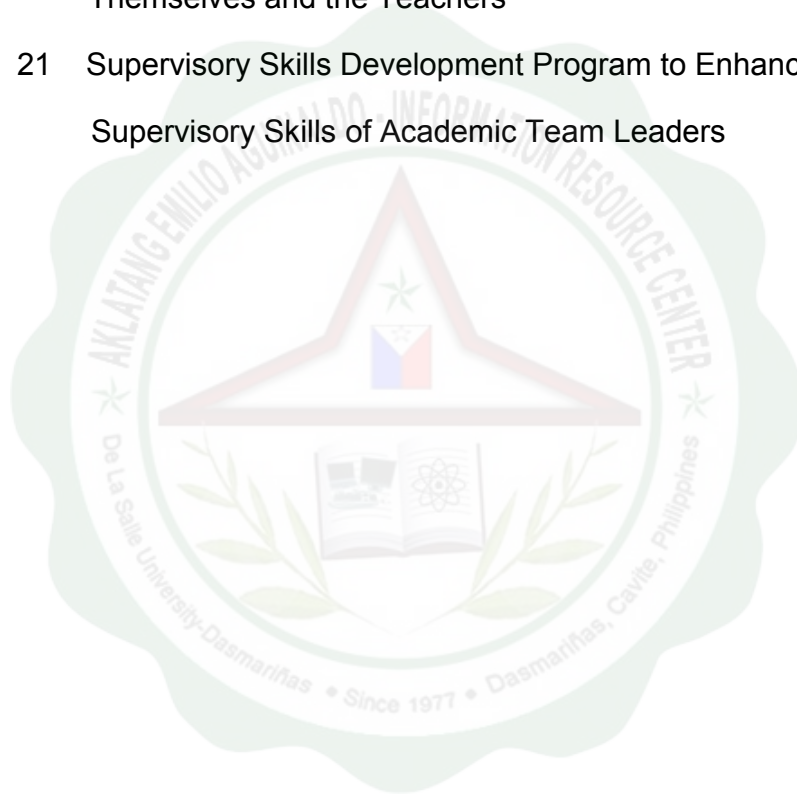


LIST OF TABLES

Table	Page
1 Respondents of the Study	70
2 Age Profile of the Academic Team Leader Respondents	76
3 Gender Profile of the Academic Team Leader Respondents	76
4 Marital Status Profile of the Academic Team Leaders Respondents	78
5 Highest Educational Attainment Profile of Academic Team Leader Respondents	79
6 Length of Teaching Experience Profile of the Academic Team Leader Respondents	80
7 Supervisory Skills of Academic Team Leaders along Conceptual Skills as Perceived by Themselves and the Subject Teachers	81
8 Supervisory Skills of the Academic Team Leaders along Human Skills as Perceived by Themselves and the Subject Teachers	84
9 Supervisory Skills of the Academic Team Leaders along Technical Skills as Perceived by Themselves and the Subject Teachers	87
10 Teachers' Instructional Performance along Instructional Delivery as Perceived by Themselves the Academic Team Leaders	90

11	Teachers' Instructional Performance along Classroom Management as Perceived by Themselves and the Academic Team Leaders	92
12	Teachers' Instructional Performance along Communication as Perceived by Themselves and the Academic Team Leaders	94
13	Teachers' Instructional Performance along Teachers' Personality as Perceived by Themselves and the Academic Team Leaders	96
14	Teachers' Instructional Performance along Test and Assessment as Perceived by Themselves and the Academic Team Leaders	99
15	Teachers' Instructional Performance along Curriculum Planning and Development as Perceived by Themselves and the Academic Team Leaders	101
16	Teachers' Instructional Performance along Learning Outcomes as Perceived by Themselves and the Academic Team Leaders	103
17	Relationship Between the Demographic Profile of the Academic Team Leaders and Their Supervisory Skills	105
18	Relationship Between the Supervisory Skills of the Academic Team Leaders and the Instructional Performance of Teachers	107

19	Problems Met by the Academic Team Leaders Relative to Instructional Supervision	109
20	Activities Being Done by the Academic Team Leaders to Help the Teachers Improve Their Instructional Performance as Rated by the Academic Team Leaders Themselves and the Teachers	111
21	Supervisory Skills Development Program to Enhance the Supervisory Skills of Academic Team Leaders	115



List of Figures

Figure		Page
1	Research Paradigm	25

