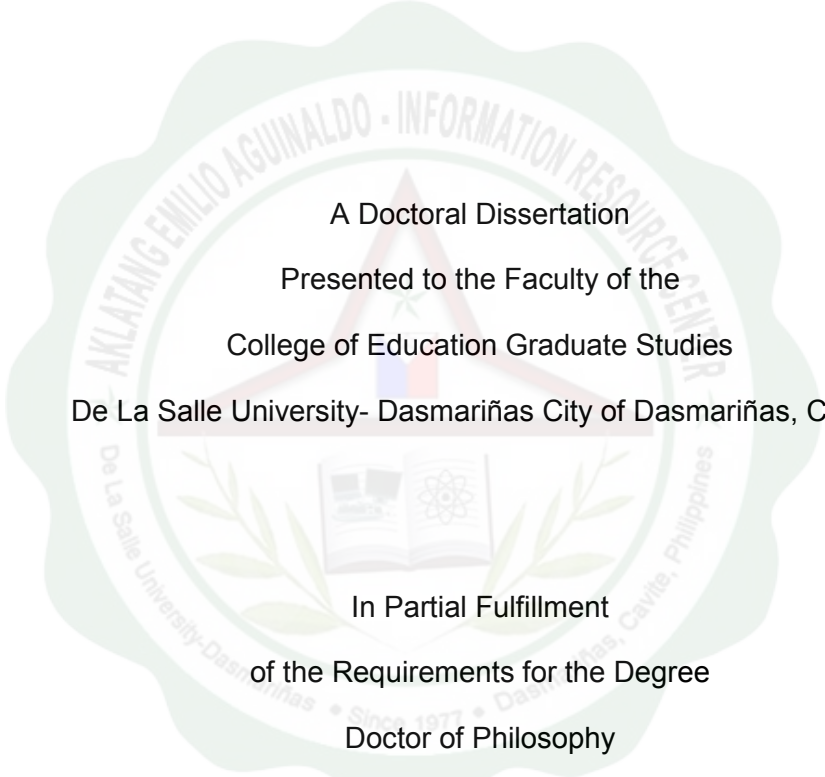


**ANALYSIS OF THE INSTRUCTIONAL SUPERVISORY PRACTICES
OF CAVITE DIOCESAN PAROCHIAL SCHOOLS
ASSOCIATION (CADIPSA) AS BASIS FOR
THE DEVELOPMENT OF A MODEL
FOR INSTRUCTIONAL
SUPERVISION**



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Major in Educational Management

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ABSTRACT

Title of the Research: **ANALYSIS OF THE INSTRUCTIONAL SUPERVISORY PRACTICES OF CAVITE DIOCESAN PAROCHIAL SCHOOLS ASSOCIATION (CADIPSA) AS A BASIS FOR THE DEVELOPMENT OF A MODEL FOR INSTRUCTIONAL SUPERVISION**

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This research is an analysis of the instructional supervisory practices of Cavite Diocesan Parochial Schools Association (CADIPSA) schools in the upland and lowland areas of Cavite. It aims to find out the attitude of the teachers and instructional supervisors towards supervision of instruction, the common instructional practices observed, their commonalities and differences as well as the supervisory practice/s that have the greatest effect on learning as perceived by the teachers and the supervisors which can serve as basis for the development of a model for instructional supervision.

Qualitative approach using focus group discussion (FGD), focus discussion (FD) and interviews was employed in the research proper, with a touch of quantitative approach during the pre-survey. The respondent schools were chosen through purposive sampling. Open-ended interview was also employed. The researcher used a set of questions for the FGD and FD.

The attitude of the teacher respondents towards classroom supervision was that of anxiety, nervousness, non-excitement and in general, negative. On the part of the instructional supervisors, they felt that it is their obligation to exercise their functions as classroom supervisors.

The commonly applied supervisory functions were categorized as follows: supervisory plan, evaluation of the lesson plan, classroom visitation and observation, post conference, development of instructional materials, coaching and mentoring, evaluation of the learning outcomes, and teacher development. Afterwards, three instructional supervisory practices such as pre and post conference, classroom visitation and observation of classes, and checking of lesson plans were put under supervisory plan. The supervisory practices aimed to improve teaching competences in order to attain the thrusts/core values of the association which could produce individuals who are MAKADIYOS, MAKATAO, MAKABUHAY, MAKAKALIKASAN, and MAKABAYAN.

Classroom visitation and observation were viewed by the respondents as having the “felt” effect, but not the greatest effect on class achievement. On the other hand, the learners appreciated the use of modern technology.

A model for instructional supervision with a proposed supervisory scheme that focuses on the attainment of the five thrusts/core values was developed. The purpose was to improve teaching capabilities and effectiveness which could redound to the enhancement of the learners’ classroom performance.

The research showed that the teachers did not have a positive attitude towards instructional supervision especially on classroom visits and observation. On the other hand, the CADIPSA schools supervisors manifested common instructional supervisory practices and commonalities as well as differences in their practices. Further, the respondents claimed that visitation and observation of classes have the “felt” effect on learners’ classroom achievement. In addition, the use of modern technological teaching learning aids was appreciated by the learners. Nevertheless, the CADIPSA supervisors seemed to miss other supervision practices that could possibly be useful, relevant and appropriate for the purpose of effectively supervising teachers towards the attainment of the five thrusts/core values of the association.

The recommendations were integrated in the proposed model of instructional supervision where other supervisory practices, activities and strategies were emphasized stressing the five thrusts/core values. The good practices should be retained if not improved further and those that go against the principles of supervision should be discontinued. This proposed model will be presented to all CADIPSA school members for discussion, trial, revision if necessary and implementation. Monitoring and evaluation should be done and after two or three years, another study could be conducted to determine the effect of the proposed model and supervisory scheme on teachers’ and learners’ classroom performance.

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