

INSTRUCTIONAL SUPERVISION AND ENGAGEMENT IN IMPROVING WORK SATISFACTION AND PERFORMANCE IN A DISTANCE LEARNING ENVIRONMENT

CRISTINA C. GAVIÑO

<http://orcid.org/0000-0001-7151-5990>

17-fs-em-240@lspu.edu.ph

Laguna State Polytechnic University San Pablo City Laguna, Philippines

Dolores Central School Annex Bungoy, Dolores, Quezon, Philippines

ABSTRACT

This study aimed to identify the instructional supervision and engagement of school executives that improves work satisfaction and performance of elementary teachers in a distance learning environment. It was participated by one hundred thirty (130) elementary teaching personnel of Dolores District, Division of Quezon in the school year 2020- 2021. Using a descriptive method of research, the relationship among the input and output variables was assessed from a group or population, accuracy and reliability develop into imperative result. Findings revealed that between instructional supervision: direct assistance, group collaboration, human resource management, curriculum enhancement and learning opportunities and its relation to work satisfaction of teacher's sub-variables are directly related in commitment, responsibility, achievement, recognition, and advancement and growth. Instructional supervision to teacher's performance has a very good performance to content, knowledge, and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and professional growth and professional development. Furthermore, instructional engagement in the work satisfaction and performance of teacher's sub-variables are directly related to work satisfaction and performance of teachers. This implies that the school executives of Dolores District have a good performance in their instructional supervision and engagement, thus, it helped to improve teacher's work satisfaction and performance.

Keywords: instructional supervision, instructional engagement, work satisfaction, and teacher's performance.

INTRODUCTION

Instructional supervision and engagement are an important way to improve the satisfaction and performance of teachers. As stated in D.O. No. 012, s. 2020, ensuring learning continuity through K-12 curriculum adjustments, alignments of learning materials, use of multiple learning modalities, provision of corresponding training for teachers and school leaders, therefore, careful planning for evaluating teacher's performance

outcome should be a way to support and encourage teachers to manage their profession and give high quality support for pupil's learning and achievement. The school shall respond to the adaptability and creativity in embracing the new normal in education and respond to the learners and teachers for the attainment of quality education in this era. In empowering elementary teachers, instructional supervision may reflect for self-improvement through formal and informal interaction.

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

GAVIÑO, C.C., *Instructional Supervision and Engagement in Improving Work Satisfaction and Performance in a Distance Learning Environment*, pp. 141 – 148



The Philippine Professional Standards for Teachers (PPST), 2017 stated that the result of instructional supervision and engagement promote performance of teachers.

The Division of Quezon is also formulating programs in order to ensure that quality education is being provided to all learners through the enhancement of instructional supervision of school executives. However, as we are facing a pandemic, this poses a great challenge. The District of Dolores has experienced the changes brought about by the pandemic especially when it comes to improving the work satisfaction and performance of teachers. The researcher believes in the crucial roles that the school executives' instructional supervision and engagement play in achieving satisfaction and improving the performance of teachers especially during this health crisis that is why she decided to conduct this study.

An important aspect that should be carefully studied so as to discover the underlying aspects that could break or make the organization is the relationship that exist between the school head and teachers. The instructional supervision should also be given priority to improve the skills of teachers in such ways that will gear teachers to improved learning notice to discover the positive effects of various strategies to school operations outcome. To improve student's instruction and improve relationships, meeting both organizational and personal needs, instructional supervision can be as enabling teachers (Glickman, C.D., Gordon, S. P., & Ross-Gordon, J.M., 2007). This specific instructional goal integrates teacher's needs and school goals. This concept involves the five tasks: direct assistance, group collaboration, human resource management, curriculum enhancement and learning opportunities. The integration of these tasks improves teacher's satisfaction and performance as explain by the proponent. Tyagi (2010), instructional supervision provides support and guidance, for empowerment of teachers for their professional development in the teaching-learning process. Instructional engagement provides teachers the support, knowledge and skills that enable them to succeed. Moreover, instructional supervision and engagement develops among teacher's good perceptions and

positive attitudes towards their practice (Choy, 2011).

OBJECTIVES OF THE STUDY

This study aimed to identify the current instructional supervision and engagement practices of school executives and correlate it to work satisfaction and performance of teachers. Specifically, it sought to: 1) distinguish instructional supervision as to direct assistance, group collaboration, human resource management, curriculum enhancement, and learning opportunities; 2) ascertain instructional engagement practices as to planning and preparation for learning, learning management, delivery of instruction, and monitoring and follow-up; 3) identify the level of work satisfaction of teachers as to commitment, responsibility, achievement, recognition, and advancement and growth 4) determine the teacher's instructional performance as to content, knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and professional growth and professional development.

METHODOLOGY

This study used descriptive- correlational design wherein data are recorded, described, interpreted, and compared. The design involves analysis of relationships among variables and predict future events to current situation.

There were one hundred thirty (130) elementary teaching personnel from the twelve (12) schools of Dolores District, Division of Quezon in the school year 2020-2021 participated in the conduct of the study. Respondents were given survey questionnaires divided into parts: Part 1- respondent's perception on instructional supervision like direct assistance, group collaboration, human resource management, curriculum enhancement and learning opportunities. Part 2- respondent's perception on instructional engagement which focus on planning and preparation for learning, learning



management, delivery of instruction, and monitoring and follow-up. Part 3- respondent's perception on teacher's work satisfaction which deals with commitment, achievement, recognition and advancement and growth. Part 4- respondent's perception on performance that focus on teacher's content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting.

Moreover, the respondents rated their perceived instructional supervision and engagement as: 5- Highly Practiced, 4- Practiced, 3- Moderately Practiced, 2- Slightly Practiced, 1- Not Practiced. In rating the work satisfaction, respondents used the rating: 5- Very High Satisfaction, 4- High Satisfaction, 3- Satisfied, 2-

Moderate Satisfaction, 1- Low Satisfaction. In rating Teacher's performance, respondents used: 5- Outstanding, 4- Very Good, 3- Good, 2- Fair, 1- Poor.

Several statistical designs were utilized to present and interpret the data gathered. Weighted mean and standard deviation were used to describe the respondent's perception as regards to instructional supervision and engagement and teacher's work satisfaction and performance. Pearson Moment Correlation was used at 0.05 level of significant.

RESULTS AND DISCUSSION

1. Perception of Teachers on School Executive's Instructional Supervision

Table 1
Level of School Executive's Instructional Supervision

Sub-variable	Mean	SD	Verbal Interpretation
1.Direct assistance	4.20	0.37	Practiced
2.Group collaboration	4.31	0.43	Practiced
3.Human resource management	4.31	0.45	Practiced
4.Curriculum enhancement	4.24	0.45	Practiced
5.Learning opportunities	4.31	0.46	Practiced
Mean	4.27	0.43	Practiced

Table 1 illustrates the level of perception of teachers on different instructional supervision. It shows that the sub- variables are experienced by the respondents revealing that through human resource management, this creates a culture in which colleagues can enjoy work and free from

stress caused by the pandemic situation. This may imply that relationships with teachers create positive feedback on teacher's performance.

1.1. Perception of Teachers on School Executive's Instructional Engagement

Table 2
Level of School Executive's Instructional Engagement

Sub-variable	Mean	SD	Verbal Interpretation
1.Planning and preparation for learning	4.26	0.40	Practiced
2.Learning management	4.21	0.51	Practiced
3.Delivery of instruction	4.28	0.41	Practiced
4.Monitoring and follow-up	4.22	0.41	Practiced
Mean	4.27	0.43	Practiced

Table 2 shows that instructional engagement is experienced by teachers and through delivery of instructions, it enhance

individual competitiveness and performance efficiency guided through the learning continuity plan. The setting out of clear expectations of



teachers along well- defined career stages of professional development from beginning to distinguished practice, engage teachers to actively embrace continuing effort in attaining proficiency, and apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development results to good instructional supervision and eventually promote

performance of teachers as cited in the Philippine Professional Standards for Teachers (PPST, 2017).

1.2 Perception of Teachers on Work Satisfaction

Table 3
Level of Teacher's Work Satisfaction

Sub- variable	Mean	SD	Verbal Interpretation
1.Commitment	4.30	0.45	High Satisfaction
2.Responsibility	4.29	0.41	High Satisfaction
3.Achievement	4.28	0.41	High Satisfaction
4.Recognition	4.18	0.47	High Satisfaction
5.Advancement and growth	4.21	0.48	High Satisfaction
Mean	4.25	0.44	High Satisfaction

Data shows the perception of teacher-respondents on work satisfaction which reveal that work satisfaction particularly in commitment of teachers have “high satisfaction”. This implies commitment of teachers may depend upon morale, motivation, and work satisfaction. In this, the role of school executives in supervising teachers is a

very important factor. Classroom teachers work satisfaction should not be only important for themselves but for learners. Teacher’s retention and commitment can be analysed thru work satisfaction.

1.3. Perception of Teachers on Performance

Table 4
Level of Teacher's Performance

Sub- variable	Mean	SD	Verbal Interpretation
1.Curriculum content and pedagogy	4.20	0.39	Very good
2.Learning environment and diversity of learners	4.26	0.41	Very good
3.Curriculum and planning	4.25	0.40	Very good
4.Assessment and reporting	4.18	0.47	Very good
5.Community linkages and professional engagement	4.24	0.41	Very good
6.Personal growth and professional development	4.16	0.46	Very good
Mean	4.22	0.42	Very good

Table 4 presents that the performance of teachers in terms of learning environment and diversity of learners is very good. This had obtained the highest mean. This denotes that

teacher gives importance to the diverse needs of learners. When teachers know the strengths and interest of their learners, this would be a big step in understanding learners more. The teacher’s



pedagogical content knowledge, professional beliefs, work-related motivation, and self-regulation are aspects of their professional competence as mentioned by Kunker (2013).

2. Correlation between instructional supervision and work satisfaction

Table 5
Correlation between instructional supervision and work satisfaction

Instructional Supervision	Work Satisfaction				
	Commitment	Responsibility	Achievement	Recognition	Advancement and Growth
Direct Assistance	.617**	.686**	.701**	.602**	.576**
Group Collaboration	.475**	.613**	.693**	.521**	.517**
Human Resource Management	.559**	.681**	.786**	.662**	.600**
Curriculum Enhancement	.480**	.677**	.672**	.597**	.548**
Learning Opportunities	.588**	.716**	.716**	.617**	.600**

**Correlation is significant at the .01 level (2-tailed)

Table 5 illustrates that sub-variables of instructional supervision are directly related to sub-variables of work satisfaction and shown the degree of “significant correlation”. This implies that instructional supervision is important function in assisting teacher to improve their work satisfaction and eventually the teacher’s performance aligned to the Department of Education standards. Generally, good instructional supervisory skills

contribute to the work satisfaction of teachers in connection with their commitment, responsibility, achievement, recognition and advancement and growth.

3. Correlation between instructional supervision and teacher’s performance

Table 6
Correlation between instructional supervision and teacher’s performance

Instructional Supervision	Teacher’s Performance					
	Curriculum Content and Pedagogy	Learning Environment and Diversity of Learners	Curriculum Planning	Assessment and Reporting	Community Linkages and Professional Engagement	Personal Growth and Professional Development
Directed Assistance	.580**	.535**	.523**	.594**	.502**	.414**
Group Collaboration	.508**	.560**	.509**	.580**	.496**	.451**
Human Resource Management	.557**	.637**	.559**	.608**	.492**	.527**
Curriculum Enhancement	.504**	.535**	.425**	.522**	.427**	.501**
Learning Opportunities	.587**	.618**	.523**	.633**	.523**	.600**

**Correlation is significant at the .01 level (2-tailed)



Table 6 displays that instructional supervision is directly related to teacher’s performance. This implies that curriculum content and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development of teachers are influenced through instructional supervision. This may be good in improving teacher’s performance. Glickman, et. al., (2007), suggested that the instructional supervision should aim to improve

teaching performance and empower teachers to foster for continuous growth and development. This suggests that because teachers are at the center of the improvement process, instructional supervision should serve as a catalyst for teachers to improve performance and not an individual that critiques them.

4. Correlation between instructional engagement and work satisfaction

Table 7
Correlation between engagement and work satisfaction

Instructional Engagement	Work Satisfaction				
	Commitment	Responsibility	Achievement	Recognition	Advancement and Growth
Planning and Preparing for Learning	.654**	.655**	.663**	.542**	.556**
Learning Management	.632**	.707**	.733**	.609**	.597**
Delivery of Instruction	.579**	.667**	.702**	.585**	.613**
Monitoring and Follow-up	.657**	.683**	.750**	.689**	.661**

**Correlation is significant at the .01 level (2-tailed)

Result reveal that instructional engagement is directly related to work satisfaction and shown the degree of “significant correlation”. This implies that school executives in the district have positive performance in their instructional engagement for teachers that leads to teacher satisfaction in performance. Babalola, V. as supported by Hafsatu, A. (2016) mentioned that instructional supervision is takes responsibility of professionally developed teachers in enhancing academic performance of learners as one of the most influential factors in providing quality education.

Table 8 exhibits that there is a positive significant relationship between instructional engagement and teacher’s performance. This implies that various instructional engagement is important to ensure teacher’s capabilities and performance. However, the test of relationship between personal growth and professional development, and planning and preparation for learning is “low”, with $r=0.139^{**}$ as “significant correlation” also reveals positively significant. Generally, it implies that through the good practice of instructional engagement of school executives, this may increase motivation and become more productive educators.

5. Correlation between instructional engagement and teacher’s performance



Table 8
Correlation between instructional engagement and teacher's performance

Instructional Engagement	Teacher's Performance					
	Curriculum Content and Pedagogy	Learning Environment and Diversity of Learners	Curriculum Planning	Assessment and Reporting	Community Linkages and Professional Engagement	Personal Growth and Professional Development
Planning and Preparing for Learning	.617**	.559**	.533**	.615**	.515**	.344**
Learning Management	.661**	.661**	.610**	.691**	.539**	.445**
Delivery of Instruction	.647**	.687**	.647**	.717**	.577**	.535**
Monitoring and Follow-up	.667**	.667**	.670**	.732**	.572**	.483**

**Correlation is significant at the .01 level (2-tailed)

Teacher's performance significantly improves on curriculum content and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development of teachers.

CONCLUSIONS

Based on the data gathered, it can be inferred that:

Since instructional supervision, work satisfaction and performance of teachers are significantly related, it is imperative that the direct assistance, group collaboration, human resource management, curriculum enhancement and learning opportunities be utilized by school executives in all schools. Indeed, the planning and preparation for learning, learning management, delivery of instruction, and monitoring and follow-up shows positive correlation that may help increase school achievements.

Furthermore, there is positive correlation between instructional engagement to work satisfaction and performance of teachers which suggests that school leaders may assess teachers in terms of planning and preparation for learning, learning management, delivery of instruction, and monitoring and follow-up.

School executives may use this study to innovative approaches on their assessment strategies for further improvement of teacher's performance.

To the future researcher, this study may help them pursue parallel study with more respondents and consider exploring other aspect of the variables which were not included in the study may be done to continue to validate the relatedness of instructional supervision and engagement to improve work satisfaction and performance of elementary teachers.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations are offered:

1. Various tasks on instructional supervision and engagement should be utilized by school executives for improved work satisfaction and performance of teachers.
2. Results of the study may be disseminated to all teachers and school leaders for their information. The data gathered can be used in assessing performance of school heads and teachers and for future consideration.
3. Since the study was limited to 130 teacher-respondents, a replication of the study may be conducted using a bigger population.
4. The questionnaires used for this study can be further improved through series of reliability and validity testing.

REFERENCES

- Babalola, V. & Hafsatu, A. (2016). School administration and instructional supervision of secondary school chemistry for students' academic performance. https://www.researchgate.net/publication/316683386_School_administration_and_instructional_supervision_of_secondary_school_chemistry_for_students'_academic_performance
- Choy, D., et al. (2011). Beginning teachers' perceptions of their level of pedagogical knowledge and skills: Did they change since their graduation from initial teacher preparation? *Asian Pacific Educational Review*, 12, 79-87.
- DepEd Order No. 12, s. 2020. Adoption of the basic education learning continuity plan for school year 2020-2021. https://authdocs.deped.gov.ph/deped-order/do_s2020_012-adoption-of-the-be-lcp-sy-2020-2021/
- DepEd Order No. 42, s. 2017 - National adoption and implementation of the Philippine professional standards for teachers (PPST). <https://www.teacherph.com/philippine-professional-standards-for-teachers/>
- Glickman, C., Gordon, S. P., & Ross-Gordon, J. M. (2007). *Supervision and instructional leadership:*

A developmental approach. USA: Pearson Education.

Kunker, P. (2013). The role of instruction in learning to read: preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90, 37-55

Tyagi, R.S. (2010). School-Based instructional supervision and the effective professional development of teachers. *A Journal of Comparative and International Education*, Special Issue: Globalisation, Educational Governance and Decentralisation, 40(1): 111-125.

Yukl, G., 2010. *Leadership in organizations*. Upper Saddle River, New Jersey: Prentice Hall.

AUTHOR'S PROFILE



Cristina C. Gaviño, graduated Master of Arts in Education-Major in Educational Management at Laguna State Polytechnic University, San Pablo City Campus. She earned her Bachelor's degree at Laguna College, San Pablo City. She is currently a Teacher II, handling the Grade 2 class at Dolores Central School Annex- Division of Quezon.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses>)