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Research Article

The Mentoring and Monitoring Practices of Schools District Supervisors

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ABSTRACT

Mentoring and Monitoring are crucial skills of Schools District Supervisors in doing their roles and functions as mandated in Republic Act 9155. However, it has been observed that formal mentoring and monitoring were not yet fully implemented in the Department of Education, Bohol Division, specifically to the Secondary School Principals. On this ground, this study was conducted to assess the mentoring and monitoring practices of Schools District Supervisors in terms of Instructional Leadership and in terms of Curricula Supervision. The study utilized data triangulation in qualitative research to examine three sources of data from the two groups of respondents who were the twenty Full-fledged Schools District Supervisors and twenty-eight Full-fledged Secondary School Principals in the three Congressional Districts in Bohol. Both respondents were conducted an open-ended interview with the same questions while on the documentary data, data from the Schools District Supervisors of their trainings attended were included. The results showed that the mentoring and the monitoring practice of Schools District Supervisors in terms of Instructional Leadership was communicating verbally, while there were no practices revealed for the following: mentoring and monitoring practices of Schools District Supervisors in terms of Curricula Supervision. mentoring and monitoring practices of Schools District Supervisors which are effectively implemented to the Secondary School Principals in terms of Instructional Leadership and in terms of Curricula Supervision, mentoring and monitoring practices of Schools District Supervisors how they are effectively implemented to the Secondary School Principals in terms of Instructional Leadership and in terms of Curricula Supervision. These results imply the need to intensify the mentoring and monitoring practices of Schools District Supervisors by creating a policy on it.

Keywords: *Mentoring practices, Monitoring practices, Triangulation*

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Introduction

The skills of mentoring and monitoring are highly important for Public Schools District Supervisors to effectively carry out their roles and responsibilities. Mentoring involves a safeguarded relationship between an experienced colleague, referred to as a mentor, and a less experienced colleague, known as a mentee, which enables learning and practice. Its primary objective is to assist the mentee in improving their performance, developing leadership abilities, and partnership skills to achieve the DepEd's vision and mission.

In contrast, monitoring is a management process that involves continuously verifying compliance with inputs, processes, and performance to identify strengths and weaknesses, develop practical action proposals, and take the necessary steps to achieve the desired results (UNESCO, 2011). In this way, mentoring involves a combination of theoretical and practical elements, while monitoring is an ongoing activity that tracks program progress. These functions are outlined in Republic Act 9155, which states that Public Schools District Supervisors are responsible for providing professional and instructional guidance and support to school leaders and teachers/facilitators in the district or cluster. They are also responsible for supervising the curriculum and performing other duties as assigned by appropriate authorities. Additionally, DepEd Order No. 24, s. 2005 titled "Rationalizing the Roles and Functions of Public Schools District Supervisors" explains that the main role of Public Schools District Supervisors is to act as mentors for newly appointed principals or head teachers during their first year in the position.

Apparently, the researcher has observed that Bohol Division, has not yet fully implemented a formal mentoring and monitoring to the Secondary School Principals for a maximum period of one year for beginning secondary school principals. This observation is supported by the findings of the study entitled, "Instructional Leadership: The Role of Heads of Schools in Managing the Instructional Programme", by Manaseh (2016) of which results revealed that instructional leadership is no longer given focus by school leaders today because most of their time is centered on

administrative functions, financial administration, and in disciplining students.

Thus, this study was conducted to assess the mentoring and monitoring practices of Schools District Supervisors to the Secondary School Principals in the Division of Bohol, of which results can be utilized in offering recommendations and in making policy to intensify their functions in mentoring school leaders and in monitoring the mentoring practice which can be a good avenue to synchronize the management of Schools District Supervisors with Secondary School Principals.

Methods

The study utilized descriptive qualitative research design via data triangulation to examine three sources of data from the results of the interview and documentary data. There were two groups of participants who were interviewed in this study: the 20 full-fledged Schools District Supervisors and 28 Secondary School Principals from the three Congressional Districts in Bohol. Both participants were asked the following themes: (1) mentoring practices in terms of instructional leadership, curricula supervision, instructional leadership; (2) effectiveness of the mentoring practices in terms of the key areas of mentoring.

The researcher used data triangulation and six (6) protocols to analyze the data gathered from multiple sources. This triangulation protocol was based upon the work of Farmer et al (2006). The protocols include sorting, convergence coding, characterizing the degree and type of convergence, convergence assessment, completeness assessment, and researcher's comparison. The researcher compared and assessed the findings to determine areas of content overlap and divergence, identified themes, and determined the degree of convergence. Feedback on the triangulated results was presented to the research team for review and clarification.

Regarding the process: firstly, the researcher sorted the findings from each data source into categories to identify areas of overlap and divergence. Secondly, she compared the themes from each source to determine the degree of convergence and used typifications to characterize the degree and type of

convergence. Thirdly, she reviewed all segments to provide a global assessment of the level of convergence and documented where data sources had different perspectives on convergence or dissonance. Fourthly, she compared the nature and scope of the unique topic areas for each data source to enhance the completeness of the united set of findings. Fifthly, she compared the convergence and dissonance of findings and planned for how disagreements would be handled and how final decisions on interpretations would be made. Lastly, she presented the feedback of the triangulated results to the research team for review and clarification.

Results and Discussion

The results revealed that the mentoring and the monitoring practice of Schools District Supervisors in terms of Instructional Leadership was communicating verbally. There were no practices found out for mentoring and for monitoring in terms of Curricula Supervision, including mentoring and monitoring practices which are effectively implemented and how they are effectively implemented in terms of Instructional Leadership and in terms of Curricula Supervision.

It also came out in the analysis of data that communicating verbally was categorized under “partial agreement” which means that both respondents had responses that arrived at the same theme meaning and prominence, while they had partial agreement in the theme provincial example because not all of their examples arrived at the same topic areas. For instance, Participant Group 1, the Schools District Supervisors mentioned that that they hold continuous feed backing about daily lesson plan and daily lesson log. The theme provincial example in the statement is about daily lesson plan and daily lesson log. However the response of of Participant Group 2, the Secondary School Principals was that, they hold open forum every Tuesday of the week to talk about Continuous Improvement (CI), and students’ problems. The theme provincial example in this statement talks about CI and students’ problems.

In this situation Respondent Group 1 and Respondent Group 2 have the same theme

meaning and prominence of which both are communicating verbally, however in the theme provincial example Respondent Group 1, talks about daily lesson and daily lesson log, while Respondent Group 2 talks about CI and students’ problems. That is why answers like this belonged to partial agreement. Both respondents’ responses were not synchronized and because their activities were not documented, there was no portfolio to speak what they had done, their answers differ.

Another finding was on the mentoring and monitoring priority. The study was trying to assess the mentoring and monitoring practices of Schools District Supervisors in terms of Instructional Leadership and Curricula Supervision. It was observed that there was limited response given to Curricula Supervision compared to Instructional Leadership even in the demographic information as to latest trainings attended by Schools District Supervisors related to Curriculum and related to Instructional Leadership applicable to the secondary schools, only little response was given to Curriculum more on Instructional Leadership.

The richness and thickness of the responses would also matter in making the complete assessment of the responses. In qualitative research, richness refers to believability and trustworthiness of the response. So, when Schools District Supervisors expressed that they held monthly meeting, because it was true, the Secondary School Principals confirmed through their answer that they held monthly meeting and elaborated it very well up to the last detail. In quantitative research, thickness refers to consistency known as reliability and dependability of the findings.

The dependability of the findings has to do with the research method used. Further, consistency can provide this example. Out of twenty Schools District Supervisors, twelve of them said that they held monthly meeting, and out of twenty-eight Secondary School Principals seventeen of them said there was monthly meeting conducted. Then about dependability, it can be well elaborated in this example, the research method used is qualitative applying open-ended interview as its research design. How dependable are the answers of the interviewees? Is the interviewer able to capture

what has been said? Yes, the interviewer was able to capture everything because when she asked the questions, she recorded all the answers of the interviewees and she repeated before each of them what they said including the questions asked.

As to the difference between Curricula Supervision and Instructional Leadership, it was observed that there was confusion based on the responses given. In totality Instructional Leadership refers to the Public Schools District Supervisors' management of the instructional program that focuses on the core responsibility of Secondary School Principals to support the curriculum in promoting high quality teaching and effective learning, creating conducive teaching and learning environment, developing the capacities of the staffs on building on their strengths and reducing their weaknesses, and providing guidance and direction for academic improvement. Instructional Leadership is a competency that are developed by Secondary School Principals encompassing Assessment for Learning, Developing Programs & or Adopting Existing Programs, Implementing Programs for Instructional Improvement, and Instructional Supervision. Curricula Supervision refers to the Public Schools District Supervisors' management of the curriculum that focuses on the core responsibility of Secondary School Principals to check if the desired set of goals of the school, the academic content, the processes involved in the delivery of instruction, the competencies that are developed by the learners which are activated in the classroom through a teaching-learning process are aligned with the curriculum model of the Department of Education and whether it culminates to a successful learning experience of the students. The aim of Curricula Supervision is to improve teaching.

Curricula Supervision is the essence of instructional leadership. School leaders must take in mind these questions as follows: What is the curriculum model of the school? What is its purpose? What are its unique features? In understanding the Content of the Curriculum Model, it answers the questions, what is the content of the curriculum Model used? What curriculum document is used to provide information about the content? Since there are eight

subjects in Secondary Schools, Junior High School namely: English, Math, Science, Filipino, Araling Panlipunan (AP), Technology and Livelihood Education (TLE), Edukasyon sa Pagpapakatao (EP), MAPEH (Music, Arts, PE and Health), it is also understood that there are eleven curriculum guides to refer to by the Schools District Supervisors and Secondary School Principals. The Curriculum Guides are written documents reflecting all the competencies per subject, the time allotment for each competency, number of weeks to accomplish each competency with mastery. The competencies consist of knowledge, skills, and attitudes that are doable by the students. Manner of Implementation is part of Curricula Supervision. It has to do with the preparation of the Class Program and Teaching Loads of Teachers. It answers the questions, who are the teachers handling the subjects? What qualifications do they possess? What approaches do they use in teaching? What documents do teachers prepare in the delivery of their lessons? How many hours do they teach a particular subject? What are the trainings attended by the teachers? These questions would guide the Schools District Supervisors and Secondary School Principals what to monitor and how to mentor in case of problems that may arise in the manner of implementation. Finally, in the Expected Outcomes, it answers the questions; how many percent of the competencies are delivered? Not delivered? How many percent of the students achieve mastery of all the competencies based from the results of the standardized test adopted by DepEd - Philippines aside from the self-assessment test made by the school and the district? How many are not able to achieve mastery of the competencies? What are the classroom, school, and district interventions applied to help those who did not achieve mastery of the competencies? Are these interventions based on the results of action/basic research? All these questions shall be answered by the Schools District Supervisors, School Principals, and Teachers. That is why it is important that the management of the Schools District Supervisors and Secondary Schools Principals should synchronize so that there is one direct path for one goal.

The findings in this study centers on Communicating Verbally which was confirmed and approved by Melnik and Maurer (2004), who said that, "Direct Verbal Communication as a Catalyst of Agile Knowledge Sharing, which results exhibited that face-to-face interaction facilitates achieving higher velocity software development teams.

It shared the role of conversation and social interactions as a key element for an effective knowledge sharing and an agile element when it comes to process. Communicating verbally is a good practice but it can only be good if tasks and responsibilities of Schools Heads are similar to that of a firm where somebody is assigned as analyst, as project designer, as project planner, etc., it needs further study on the part of School Principals who have different roles in school. Documentation through portfolio making can attest more than what is done verbally.

Conclusion

Analysis of data obtained in this study through interview showed that communicating verbally under category partial agreement was the mentoring practice of Schools District Supervisors in terms of Instructional Leadership, while there were no mentoring practices declared for Curricula Supervision.

On monitoring practices of Schools District Supervisors in terms of Instructional Leadership, communicating verbally under partial agreement was revealed, while, there were no practices declared for Curricula Supervision.

On mentoring practices of Schools District Supervisors that are effectively implemented to the Secondary School Principals in terms of Instructional Leadership and in terms of Curricula Supervision, there were no mentoring practices that were declared as effectively implemented to the Secondary School Principals in terms of Instructional Leadership and in terms of Curricula Supervision.

On monitoring practices of Schools District Supervisors that are effectively implemented to the Secondary School Principals in terms of Instructional Leadership and in terms of Curricula Supervision, there were no monitoring practices that were declared as effectively implemented to the Secondary School Principals

in terms of Instructional Leadership and in terms of Curricula Supervision.

On mentoring practices of Schools District Supervisors how they are effectively implemented to the Secondary School Principals in terms of Instructional Leadership and in terms of Curricula Supervision, there were no mentoring practices that were declared as how effectively they are implemented to the Secondary School Principals in terms of Instructional Leadership and in terms of Curricula Supervision.

On monitoring practices of Schools District Supervisors how they are effectively implemented to the Secondary School Principals in terms of Instructional Leadership and in terms of Curricula Supervision, there were no mentoring practices that were declared as how effectively they are implemented to the Secondary School Principals in terms of Instructional Leadership and in terms of Curricula Supervision. These results imply the need to create a policy to offer a formal mentoring and monitoring program for Schools District Supervisors.

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