E-Supervision of School Heads in Department of Education (DepEd) and School's Performance in Continuing Normal

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Abstract

Aim: This study aimed to assess the extent of e-supervision and its influence on school performance in the continuing normal, specifically in the Lutayan II District, Sultan Kudarat Division, during the 2022–2023 school year.

Methodology: A quantitative approach was employed, utilizing both descriptive and correlational research designs. The study involved 10 school heads and 154 teachers as respondents. Data were collected through survey questionnaires and described the different dimensions of e-supervision (health, financial, organizational, and instructional) and corresponding school performance indicators (graduation rates, discipline referrals, teacher satisfaction, attendance rates, and student achievement). Statisitcal tools were used such as mean and standard deviation, Pearson r, and ranking.

Results: Health supervision via e-supervision was highly evident. Financial, organizational, and instructional supervision were rated as satisfactorily evident. School performance was evaluated as outstanding in terms of graduation rates and discipline referrals. Teacher satisfaction, attendance rates, and student achievement were rated as very satisfactory. A Pearson r correlation revealed a small but statistically significant positive relationship between the extent of e-supervision and school performance. Challenges encountered included communication barriers, limited digital literacy, confidentiality concerns, and supervision quality issues.

Conclusion: The findings highlight the essential role of e-supervision in maintaining and improving school performance in the post-pandemic educational setting. Despite facing challenges, the positive relationship between e-supervision and school performance emphasizes the need to enhance and support effective digital supervision practices to ensure sustained educational success in the continuing normal.

Keywords: *e-supervision, school performance, continuing normal, educational leadership, digital supervision, pandemic education*

INTRODUCTION

The transformative shift in education catalyzed by the pandemic has presented school administrators with a formidable task of adapting and implementing changes (Muńoz & Sanchez, 2023). This challenging event prompted school administrators to ensure that their supervisory approaches are not only responsive but also adept at meeting the diverse needs of teachers and stakeholders. The stringent health protocols, implemented for the well-being of educators and learners, have added an additional layer of complexity to the supervisory role of school heads, necessitating innovative solutions to effectively oversee and support their educational communities.

The quality of basic education is mostly determined by how administrators manage their schools, particularly the organizational and instructional components. Moreover, supervision is an important role of instructional leaders in he new normal and is a pressing global issue. As organizational and instructional leaders, school principals are responsible for defining a plan to enhance the learning process, identifying best school practices, developing leadership abilities at all levels, and designing information systems to track student progress. They also hold responsible pupils and others accountable for their actions. However, as a result of global crises, the landscape of supervision among school principals has shifted. Also, the present literature review ascertained that school head's supervision practices

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from one country to another were vary in terms of perspectives, although some of their practices applied in some countries, nevertheless, the perception to its impact vary from each other. Moreover, the findings of this literature review revealed that school head's practices vary from one country to another in terms of perspectives and application. This implies that one school head supervision might effective to one county but not to other countries. Similarly, school principals in the Philippines and throughout the world are today confronted with unprecedented amounts of adversity. They are confronting risks that are common to many, if not all, school groups. In addition, in the aftermath of the pandemic, education has been reimagined, redesigned, and relaunched as a home-based, technology-enabled online service (Harris, 2020). Methods of teaching and learning have evolved substantially, school responsibilities have shifted, and educators have been pushed to their limits (Amihan, et al., 2023). Regardless, vital human services, including education, cannot be discontinued. It must continue to play its part of educating children.

During turbulent times, such as the COVID-19 pandemic, the role of supervision is perceived to be even more critical, as teachers expect more from their direct supervisors to alleviate concerns about uncertainties and provide clear guidance to help them navigate disrupted work routines (Skiba & Wildman, 2019). Recent study has shown that during a pandemic, supervision with the backing of school leaders helps to lessen employees' perceived worries and emotional weariness (Charoensukmongkol & Phungsoonthorn, 2020). However, how school principals deal with obstacles to assist the school run smoothly is a must in today's world.

Objectives

This study determined the extent of Electronic Supervision of School Heads in DepEd Lutayan District II and the level of school's performance in continuing normal as well as their relationship in the school year 2022-2023.
Specifically, this study sought answers the following questions:
1.   To what extent do E-Supervision is being practiced by school heads in Lutayan District II, in terms of:
    1.1.   instructional supervision;
    1.2.   organizational supervision;
    1.3.   financial supervision; and
    1.4.   strict health supervision?
2.   What is the level of school's performance in the continuing normal in terms of:
    2.1.   student achievement;
    2.2.   discipline referrals;
    2.3.   attendance;
    2.4.   graduation ; and
    2.5.   teacher's satisfaction?
3.   Is there a significant relationship between the extent of the reinforcement of E-Supervision among school heads and the level of school's performance in the new normal in DepEd Lutayan District II?
4.   What are the issues and concerns encountered by the school heads in DepEd Lutayan District II during the Electronic Supervision?

Hypothesis

There is no significant relationship between the extent of E-Supervision of school heads and the level of school's performance in the continuing normal in DepEd Lutayan District II.

METHODS

Research Design

The study employed quantitative approach. Specifically, a descriptive-correlational research design which described and analyzed the relationship between the E-Supervision of school heads in DepEd Lutayan District II and school's performance in the continuing normal in the school year 2022-2023. According to Bhandari (2021), a correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. Further, a correlation reflects the strength and/or direction of the relationship between two (or more) variables. The direction of a correlation can be either positive or negative. Correlational research is ideal for gathering data quickly from natural settings.

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Population and Sampling

This study focused on two key groups: school heads from DepEd Lutayan District II in Lutayan, Sultan Kudarat during the 2022–2023 school year, and public elementary school teachers within the same district. This selection ensured a localized perspective on the implementation of e-supervision and its influence on school performance.

The school heads included in the study were incumbents within the district who were actively engaged in school management and willingly provided insights into their e-supervision practices. Similarly, the teachers were those who were actively teaching within the district during the study period, directly involved in instruction, and capable of contributing data regarding the level of school performance. Exclusion criteria were applied to former school heads and teachers who were no longer actively serving during the period of the study, thereby ensuring the validity and relevance of the findings by focusing solely on individuals directly impacted by e-supervision practices within the specified educational context.

Given the small number of public school teachers and school heads in DepEd Lutayan District II, the study employed complete enumeration. All employed public school teachers and identified school heads were included as respondents.

Instrument

This study has employed survey questionnaire adopted from the study of Ancheta (2021) to assess the extent of Electronic Supervision of School Heads in DepEd Lutayan District II, in terms of Instructional Supervision, Organizational Supervision, Financial Supervision, and Strict Health Supervision, and the level of school's performance in the new normal, in terms of Student Achievement, Discipline Referrals, Attendance Rates, Graduation Rates, and Teacher's Satisfaction.

A Five-Point Likert Scale modeled after Ancheta (2021) and Santiago (2021) were also utilized in this study to analyze the survey questionnaire replies of the study participants.

The survey questionnaire data were reviewed and interpreted using the rating scales given below, which are based on the work of numerous researchers.

A rating scale modeled after Ancheta (2021) was used to assess the extent of reinforcement of Electronic Supervision among School Heads in DepEd Lutayan District II, in terms of Instructional Supervision, Organizational Supervision, Financial Supervision, and Strict Health Supervision.

Data Collection

The researchers followed systematic steps to fulfill the objectives of the study. First, the researchers requested the Colllege of Graduate Studies, through the Dean, and the DepEd Division Superintendent, to allow the researchers to the conduct of the study. It was followed by another letter which was sent to the DepEd Lutayan District II Public School Supervisor and the school principals informing the purpose and nature of the study. After which, the researchers adopted, prepared, and evaluated a survey questionnaires and were distibuted to the identified respondents. Finally, the results from the disseminated survey questionnaires were collated, evaluated, and interpreted to generate the findings of the study.

Data Analysis

Mean and standard deviation were used to describe the extent of Electronic Supervision among School Heads in DepEd Lutayan District II, in terms of Instructional Supervision, Organizational Supervision, Financial Supervision, and Strict Health Supervision, and the level of school's performance in the continuing normal, in terms of Student Achievement, Discipline Referrals, Attendance, Graduation, and Teacher's Satisfaction. These descriptive statistics are commonly used to summarize and describe the central tendency and variability of data (Mertler & Vannatta, 2020).

In terms of issues and concerns encountered by school heads in e-supervision, frequency and ranking were used. This method aligned with approaches to categorical data analysis in educational research (Creswell & Creswell, 2018).

On the other hand, Pearson r was employed to determine the significant relationship between the extent of E-Supervision of school heads and the level of school's performance in continuing normal in DepEd Lutayan District II. Pearson *r* is widely used in educational research to determine the strength and direction of linear relationships between continuous variables (Fraenkel et al., 2019).

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Ethical Considerations

This study adhered to ethical research standards to ensure the rights, privacy, and welfare of all participants. Prior to data collection, informed consent was obtained from all respondents, including school heads and teachers, after clearly explaining the purpose, procedures, and voluntary nature of the study. Participants were assured of the confidentiality and anonymity of their responses, and no personally identifiable information was disclosed. The data collected were used solely for academic purposes, and participation had no impact on their professional standing. Moreover, ethical clearance and approval were secured from relevant authorities within the Department of Education to conduct the study within the Lutayan II District.

RESULTS and DISCUSSION

Table 1 Extent of E-supervision Practices of School Heads in Lutayan District II

Indicator	Mean	SD	Verbal Description
Strict Health Supervision	4.48	0.54	highly evident
Financial Supervision	3.61	0.50	satisfactorily evident
Organizational Supervision	3.59	0.495	satisfactorily evident
Instructional Supervision	3.52	0.50	satisfactorily evident
Mean	**3.80**	**0.51**	**satisfactorily evident**

Among the indicators, the highest mean score is observed for strict health supervision, with a mean of 4.48 and standard deviation of 0.54 verbally and described as highly evident. On the other hand, the lowest mean score is found for the indicator the instructional supervision with a mean of 3.52 and standard deviation of 0.50 verbally described as satisfactorily evident.

Overall, a mean of 3.80 and a standard deviation of 0.51 were drawn verbally described as satisfactorily evident. This suggests that school heads in Lutayan II district practices a high extent of e-supervision.

The findings supported Guamos and Ledegario (2023) who found that Instructional supervisory practices were consistently perceived as much practiced across various indicators, irrespective of school size or head designation. These practices were deemed highly effective in improving instructional quality.

The Level of School Performance in Continuing Normal

Table 2 Summary of the Level of School Performance in Continuing Normal

Indicator	Mean	SD	Verbal Description	Interpretation
1. Graduation Rates	4.48	0.50	highly evident	Outstanding performance
2. Discipline Referrals	4.33	0.79	highly evident	Outstanding performance
3. Teacher's Satisfaction	3.56	0.50	satisfactorily evident	Very satisfactory performance
4. Attendance Rates	3.50	0.50	satisfactorily evident	Very satisfactory performance
5. Student's Achievement	3.46	0.50	satisfactorily evident	Very satisfactory performance
Overall Mean	**3.50**	**0.56**	**satisfactorily evident**	**Very Satisfactory performance**

The findings show that among the indicators, the highest mean score is observed graduation rate, with a mean of 4.48 with a standard deviation of 0.50 verbally described as highly evident.

On the other hand, the lowest mean score is found for student's achievement, with a mean of 3.46 with a standard deviation of 0.50, verbally described as satisfactorily evident.

Overall, a mean of 3.87 and a standard deviation of 0.56 were drawn. It is verbally described as satisfactorily evident. This implies that the school have a very satisfactory performance in continuing normal.

The findings conform with García and Weiss (2020) who found that while the pandemic disrupted traditional learning, schools that provided effective remote instruction and support saw students making progress in their academic

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performance. The report emphasizes the need for schools to adapt their teaching methods and resources to meet the challenges posed by the pandemic, which many schools successfully navigated, leading to satisfactory performance outcomes

Testing of Relationship Between extent of e-supervision and Level of School Performance in Continuing Normal

The table below presents the results of the correlation analysis between the extent of e-supervision and level of school performance in continuing normal in Lutayan II District.

Table 3. Results of Pearson r Analysis between the extent of E-Supervision and Level of School Performance in the Continuing Normal

	r	r^2	p-value	Decision	Interpretation
Extent of E-supervision and level of School Performance	0.261	0.068	0.001	Reject the null hypothesis	There is a significant small positive relationship between the extent of e-supervision and level of school performance in continuing normal

The results of the Pearson r analysis revealed a statistically significant but small positive relationship between the extent of e-supervision and the level of school performance in the context of the continuing normal. With a Pearson r value of 0.261, the findings suggest that as e-supervision increases, school performance improves slightly. The coefficient of determination (r^2 = 0.068) indicates that only 6.8% of the variance in school performance can be attributed to e-supervision, highlighting its limited yet measurable impact. The p-value of 0.001 confirms that this relationship is statistically significant and unlikely due to chance. These findings imply that while e-supervision contributes to school performance, its effect size is modest.

The findings support Astuti et al. (2024) which discusses how digital academic supervision enhances the quality of education by making the supervision process more effective and efficient. It highlights that electronic-assisted supervision models allow principals to monitor teaching activities more effectively, thereby improving teacher competence and the overall quality of education.

The Issues and Concerns Encountered by the School Heads in Deped Lutayan District II During the E-Supervision
Table 4 Issues and Concerns Encountered by the School Heads in Deped Lutayan District II During the E-Supervision

Issues and Concerns	Frequency	Rank
Communication barriers	81	1
Digital literacy	64	2
Personal collection	64	2
Confidential and privacy	64	2
Supervision quality	64	2

The findings from Table 4 highlight the key issues and concerns identified in implementing e-supervision in Lutayan II District.

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Ranked first, communication barriers were cited most frequently, with 81 instances. This highlights the significant difficulties in maintaining effective communication channels during e-supervision.

Digital literacy, along with three other concerns, tied for second place, with 64 mentions each. This suggests that both school heads and staff face challenges in navigating digital tools essential for e-supervision. The lack of adequate training or familiarity with these tools may hinder the efficient execution of supervisory tasks.

Personal collection practices is a concern also ranked second, refers to challenges in gathering or consolidating reports, data, and other necessary documents through electronic means. The shift from manual to digital processes may have created inefficiencies or inconsistencies, further complicating data management and submission processes.

Another issue tied for second place is the safeguarding of confidentiality and privacy in e-supervision. This reflects concerns about protecting sensitive information, such as student records, teacher evaluations, and other institutional data, when using online platforms. It underscores the importance of secure systems and protocols to ensure data integrity and confidentiality.

Also ranked second, concerns regarding supervision quality indicate apprehensions about whether e-supervision meets the standards of traditional in-person practices. Limitations in direct observation, nuanced feedback, and hands-on mentoring likely affected the perceived effectiveness of supervision in the e-environment.

The frequency and ranking of these issues underscore the multidimensional challenges school heads face during e-supervision. The dominance of communication barriers points to the need for better infrastructure and reliable digital tools. Digital literacy challenges call for targeted training programs to upskill school heads and staff in using e-supervision platforms effectively. Concerns about confidentiality and supervision quality highlight the necessity of robust data protection measures and quality assurance protocols.

The findings conform to Astuti et al. (2024) that found various challenges associated with electronic supervision, including limited internet access, minimal technological proficiency among senior teachers, and inadequate time for principals to conduct thorough supervision. Additionally, the lack of direct interaction between supervisors and teachers can limit effective communication and feedback, further complicating the supervision process.

Conlcusions

The extent of e-supervision in terms of strict health supervision demonstrated a strong focus on ensuring compliance with health protocols during the continuing normal. Hence there are areas for improvement specifically on financial, organizational, and instructional supervision enhance overall supervisory effectiveness.

These are current efforts on school performance, however, a the performance must be continuously enhanced particularly in the areas most directly influencing the quality of teaching and learning.

Moreover, though e-supervision contributes positively to school performance, its impact is modest, highlighting the influence of additional factors. However, several issues and concerns were identified in the implementation of e-supervision which need targeted interventions to enhance the efficiency and effectiveness of e-supervision.

Recommendations

1. Provide targeted training and capacity-building programs for school heads to strengthen financial, organizational, and instructional supervision.
2. Implement data-driven instructional strategies, enhanced support for struggling learners, and periodic evaluations to track and improve student outcomes.
3. Establish a feedback loop between school heads and staff to continuously refine e-supervision practices and address challenges promptly.
4. Invest in reliable communication platforms and provide training for effective virtual communication.
5. Conduct digital literacy workshops for school heads and staff to enhance their confidence and proficiency in using e-supervision tools.
6. Strengthen data security measures, including secure platforms and regular audits, to protect sensitive information.
7. Introduce mentoring programs for school heads to share best practices in maintaining high-quality supervision in an electronic environment.

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