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**Roberto T. Galono**  
Department of Education,  
Philippines

## Electronic Structured Work Accomplishment-Based (e-SWAB) Tool: Intensifying the Instructional Supervision among the School Heads in Palapag II District

**Roberto T. Galono**

### Abstract

Monitoring and supervision of the performance of school heads are needed to keep school operations on the right track. Without timely feedback and regular assessment, the school heads might derail educational processes putting the students, teachers, and the whole school operation in peril. But the pandemic made face-to-face supervision difficult. Hence, the researcher developed the Electronic Structured Work Accomplishment-Based (e-SWAB) Tool in intensifying the instructional supervision among the school heads in Palapag II District. Through reactive and practical action research models and the mixed methods concurrent embedded research design, performance ratings, and semi-structured interviews were used to gather data. The analysis included descriptive statistics, Wilcoxon Signed-Rank test, and thematic analysis. Results indicated a small significant difference in the ratings before and after e-SWAB was used. To corroborate this, the testimonies of the school heads revealed that the intervention streamlined the supervision process as it was a time-saving assessment tool, suitable to the new normal setting, easy to use, and requires less mobility. Indeed, providing a system facilitates supervision processes in the new normal setting. It is recommended that the system is used by the district heads across the whole Division of Northern Samar.

**Keywords:** monitoring system, district heads, supervision

### 1. Introduction

The COVID-19 pandemic has brought a lot of changes to the lives of the people especially those in the education sector. This problem has changed the educational landscape of the Department of Education particularly the leadership and management of the school vis-à-vis their work accomplishments. The improvement in instructional capacity meant progress in student performance (Sergiovanni & Starratt, 2007). But with the new normal, supervisors need to turn to technology-based tools. Efficiency and effectiveness have been the main reasons information technology is used in educational management (Shah, 2014). Information and communication technology (ICT) integration in school management can boost school performance and effectiveness (Condie et al., 2007). Management information system (MIS) has been defined as 'an organizational method of providing past, present and projected information related to internal operations and external intelligence. It supports the planning, control, and operation functions of an organization by furnishing uniform information in the proper time frame to assist the decision makers' (Waston et al., 1987). Telem (1999), on the other hand, describes MIS as 'a management information system designed to match the structure, management task, instructional processes, and special needs of the school'. But for O'Brien (1999), MIS refers to 'a term given to the discipline focused on the integration of computer systems with the aims and objectives of an organization'. In short, MIS gather, filter, and store significant information relative to organization's management to facilitate data-guided decision-making processes. MIS supplies information in the search, analysis, evaluation, selection, and implementation process of decision making (Obi, 2003). With the use of MIS, instructional leaders can promote effective teaching

**Correspondence:**  
**Roberto T. Galono**  
Department of Education,  
Philippines

(Zepeda, 2003). Hence, in this study, the researcher developed and implemented an intervention, Electronic Structured Work Accomplishment-Based (e-SWAB), to help improve the instructional supervision among the School Heads in Palapag II District, Division of Northern Samar.

## 2. Action Research Questions

In general, this action research investigated the efficacy of the Electronic Structured Work Accomplishment Based (e-SWAB) Test Tool on intensifying the instructional supervision among the school heads in the Palapag II District.

In particular, this action research sought to answer the following:

1. What is the level of instructional supervision of the School Heads before the implementation of the intervention?
2. What is the level of instructional supervision of the School Heads after the implementation of the intervention?
3. Is there a significant difference in the instructional supervision of the school heads before and after the e-SWAB Tool is implemented?
4. How can the e-SWAB Tool improve the instructional supervision of the school heads?

## 3. Methodology

The reactive (Craig, 2009) and practical (Grundy, 1983) action research adopted the mixed methods concurrent embedded research design (Creswell & Plano Clarke, 2011) to instantaneously collect, analyze, and merge quantitative and qualitative data represented in test and interview data, respectively. The participants included 7 males and 5 females who were all School Heads of Palapag II District with ages ranging from 25 – 55 years old. Following the iterative action research cycle proposed by Froilan and Adrayan-Morallos (2019), the intervention was implemented in three months. The test scores were analyzed using descriptive statistics and the Wilcoxon Signed-Rank test. Whereas, thematic analysis (Braun & Clark, 2006) was used to process the interview responses. Research ethics were observed in this study. The school heads' right to anonymity and confidentiality were respected. Their right to information was addressed by way of giving them the scope and limitation of this action research. And proper protocols were also followed.

## 4. Results and Discussion

### 4.1 Level of instructional supervision of the School Heads before the implementation of e-SWAB Test Tool

Table 1 presents the level of instructional supervision of the School Heads before the implementation of the e-SWAB Tool. It can be gleaned that majority of them had a very satisfactory instructional supervision level while the rest had satisfactory (6 or 43%) instructional supervision. This

means that their instructional leadership and management of the learning environment, human resource development, parent involvement, and community partnership, school leadership, management, and operations are highly executed. In congruence, Arong and Ogbadu (2010) explained that instructional supervision is aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process.

**Table 1:** Level of instructional supervision of the School Heads before the implementation of eSWAB

Interval	Frequency	Percentage
31 – 40	8	57%
21 – 30	6	43%
<b>Total</b>	<b>14</b>	<b>100</b>

### 4.2 Level of instructional supervision of the School Heads after the implementation of e-SWAB

Table 2 shows the level of instructional supervision of the School Heads after the implementation of the e-SWAB Tool. It revealed that all of them improved to outstanding instructional supervision levels (14 or 100%) after e-SWAB was implemented. This indicates that the system encouraged the school heads to perform better in all of their KRA's. Coinciding this, Peretomode (2001) elucidated that there has to be a tool of quality control in the school system and a phase of school administration that focuses primarily upon the achievement of appropriate expectations of the educational system.

**Table 2:** Level of instructional supervision of the School Heads after the implementation of e-SWAB

Interval	Frequency	Percentage
41 – 50	14	100%
<b>Total</b>	<b>14</b>	<b>100%</b>

### 4.3 Level of instructional supervision of the School Heads before and after the implementation of e-SWAB

Table 3 exhibits the test of difference in the level of instructional supervision of the School Heads before and after the implementation of e-SWAB. It can be gleaned that there was a small ( $d = 0.24$ ) significant difference in the level of instructional supervision of the school heads before ( $M = 29.86$ ,  $SD = 5.76$ ) and after ( $M = 50.57$ ,  $SD = .852$ ) the implementation of e-SWAB,  $z = -3.30$ ,  $p = .001$ . It can be opined that the instructional supervision level of the school heads was higher in the post-implementation compared to the pre-implementation of e-SWAB. Indeed, the system helped improve their instructional supervision. This concurs with Sergiovanni and Starratt (2007) who explained that instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices, to learn more about what they do and why, and to develop professionally.

**Table 3:** Test of difference in the level of instructional supervision of the School Heads before and after the implementation of e-SWAB

Group	N	Mean	SD	Z	p-value	Interpretation	Estimate for Effect size	
							d	Description
Pretest	14	29.86	5.76	- 3.30	.001	Significant	0.24	Small
Posttest	14	50.57	.852					

.05 Level of Significance

### The Effect of e-SWAB

According to the testimonies of the school heads, this intervention streamlined the supervision process as it was a time-saving assessment tool, suitable to the new normal setting, easy to use, and requires less mobility. The accounts of the school heads reflect the suitability of eSWAB in performing instructional supervision in the new normal,

*"I conducted monitoring and supervision using the monitoring tool for teachers as stipulated in Regional Memorandum No. 367, s. 2020. This monitoring tool for teachers is suited for today's educational setting amidst the global health crisis"* (Transcript 1, lines 10-12, p.1).

*"Using monitoring tools online is very relevant and helpful in this time of the pandemic. This is one way of securing ourselves to prevent the COVID-19 but as a neophyte school leader in a small school, I always prefer and I am more comfortable when I do the instructional supervision offline. This is because, I could see with my own eyes what are the things that need to be given technical assistance"* (Transcript 1, lines 20-22, p.2).

*"I used only offline instructional supervision to monitor and supervise the classroom instructions, works, and reports of the teachers particularly in the implementation of modular distance learning. Instructions are done through limited face to face"* (Transcript 1, lines 30-31, p.2).

Other teachers already signified that they are going to use the eSWAB in future monitoring as it is easy to use and the results are generated automatically:

*"No, I conducted my monitoring and supervision offline/onsite but this time that we have like e-SWAB Tool, I will try to use the tool in the monitoring of my teachers"* (Transcript 1, line 41, p.2).

*"But for now, we could say that this e-SWAB tool will be a great help in monitoring and supervision for it is faster, easier, to use and the results are known at once"* (Transcript 1, lines 50-51, p.2).

These accounts concurred with the performance rating of the school heads. This means that they find the e-SWAB useful. Aligned with this, Mardah (2009) explained that systems facilitate many issues of working such as reduce visiting schools, increase time to do administrative works, easy access all information about teachers, and increase communications to teachers and others issues.

### Conclusion

The eSWAB tool has proven to be effective in enhancing the instructional supervision of school heads. Indeed, the use of management information systems in this time of pandemic serves as the most practical and safe tool to employ. It minimizes physical contact as it can be used offline. But even when used in on-site supervision, the system makes the process smooth since the results are generated automatically. Hence, the school heads being supervised would know their areas of improvement and which one they excel at.

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