

Implementation of Clinical Supervision from the Standpoint of School Heads

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I. INTRODUCTION

Majority of those who are designated to conduct class supervision appear inexperienced, uncertified and unspecialized to conduct supervision practices properly and efficiently. Thus, the supervisory activities are suffering from lack of expertise, this affect the overall supervision activities. Supervisors do not seem to play the various roles expected of them, roles related to staff development, teachers performance appraisal, curriculum development and improvement, observational activities and the like seem not being practiced. As a result, the teachers have negative perception towards supervision; and it definitely affects teacher satisfaction with supervision (Abay,2010; Kedir&Geleta, 2017).

The best method of supervision for enhancing teachers' effectiveness is clinical supervision. Knowledge has advanced significantly in the modern day, resulting in new technology methods of teaching and learning. The rise of the information and knowledge-based society has, however, brought about a shift in the way people think about learning, and new methods to learning call for new approaches to teaching that put the teacher's function as a learning facilitator to the test (Borders, 2019; Russell, 2019; Yousuf et al., 2011).

As such, principals play a crucial role in successfully implementing the curriculum; enhancing the caliber of instruction, and subsequently raising learner achievement at a school (Ghavifekr et al., 2019). Effective schools must have a principal who is willing to delegate power and responsibility to other instructors. To delegate authority to others in a school, the administrator must be creative in creating the framework for fostering a climate of shared accountability, camaraderie, and enabling teachers to take charge of their own learning. These traits can be attained by exchanging curriculum and pedagogical insights in settings where teachers are trusted and their pedagogical experiments are valued (Marwati et al., 2019; Sunaryo, 2020).

The program's implementation, on the other hand, is greatly influenced by the teachers' views of the head's role in clinical supervision, according to Kholid and Rohmatika(2019). Progress in this quest cannot be made if teachers have negative impressions of the heads' roles in clinical supervision programs. Therefore, study is deemed timely to gain access to the clinical supervision and teacher development practices of the government schools in Pantukan district and to pinpoint the main issues with those practices. However, it's important to recognize the gaps in existing research to better comprehend the current situation today and the function of school leaders inside the Department of Education. One of these gaps is the lack of study on the two sides of clinical supervision from the perspective of school administrators and the challenges faced by those institutions in implementing clinical supervision procedures. To construct a better system of clinical supervision and teacher development that will address these educational purpose, the study sought out strategies to address the issues.

Purpose of the Study

The purpose of this phenomenological study was to describe the experiences of the school heads with regards to the implementation of the clinical supervision and to find possible mechanisms to minimize the experienced challenges. Specifically, the study attempted to examine how clinical supervision was practiced in secondary school; to identify the extent to which the clinical supervision contributes to teacher development; and finally, to identify the

Implementation of Clinical Supervision from the Standpoint of School Heads

problems observed pertaining to clinical supervision and teachers' development in secondary schools. At this stage of the study, clinical supervision is viewed from the standpoint of the school heads, specifically pertaining to an individualized formative form of in-class developmental supervision which enables the supervisee to improve instruction.

Research Questions

1. What are the experiences of school heads regarding the implementation of clinical supervision in their workplace?
2. What are the coping mechanism adopted by the school head to address the problem of implementation of clinical supervision?
3. What are the insights of school head with regards to the implementation of clinical supervision?

Theoretical Lens

The following were the theories which were used to understand the context of this endeavor:

McLeod's (2007) discussion of Maslow's theory of human needs provides the supervisors with crucial understanding on two levels. Maslow's theory emphasizes the significance that people attach to their work by first explaining how and why people behave in the ways that they do. According to Maslow, human needs range from the most basic which is physiological to the most advanced which is self-actualization.

From Maslow's hierarchy of needs, supervisors can conclude that teachers want to feel psychologically safe and secure and have a sense of belonging with others. A supervisor's action, demeanor, and words can communicate acceptance or rejection of people and their ideas. Teachers want to be productive and to feel useful. They need to know whether they are hitting the mark when they teach, or if they are missing the mark (Maslow & Lewi, 1987).

Also, the study also used Goffman's (1961) Role Theory, which was later expanded upon by Biddle (1986). The role theory is concerned with how expectations, standards, and conventions related to roles held affect how people behave inside an organization. Status refers to a person's social standing place in a group or organization. Status is examined in terms of how society views and rewards those in different positions, as well as the motivations behind those choices.

The normative and ideographic social system are the two dimensions in which the school is represented by the role theory. The Head Teachers, Deputy Head Teachers, and Teachers all hold positions in the school where they are expected to fulfill certain roles. This is the nomothetic aspect of the organization of the school. The people who hold the various posts and offices have different personalities and requirements. As a result, understanding the person's pleasure can help explain observable behavior (Eagly & Wood, 2012)

The Role Theory is also quite pertinent to our investigation. The purpose of the study was to understand how school leaders manage curricular instruction. The responsibility for selecting and creating instructional materials that support teachers in their work and enhance instruction rests with the school administrators. It is obvious that the administration plays a significant role in the creation of every school's curriculum. As a school manager, the head of the institution is responsible for facilitating the teaching process by encouraging the teachers to adopt the necessary professional behavior. Being a skilled teacher and staying current on changes to curricula in general and instruction supervision in particular are prerequisites for effective instructional leadership (Vermote et al., 2020).

Organizational Theory echoed the changes in supervisory thought and practices in schools. Classical organizational theory was developed in the early 20th century. It called for top to bottom leadership and management and was machinelike in its implementation; it focused on the individual and it included anticipated consequences, rules and coercive leadership. Primarily informal, the theory revolved around time-and-motion studies and functional supervision.

Significance of the Study

The researcher of this study has a belief that identifying the contribution of clinical supervision on teacher satisfaction with supervision by undertaking an experiment and coming up with sound recommendations can have its own role to play in improving the quality of education. To this end, it is intended that this study may bring about the following benefits.

The study may serve as an eye-opener to the facilitators and hindrances of effective supervision in every school teacher's classes. Through this, the global concern on ensuring quality classroom instruction may be addressed. It has to be considered that the quality assurance of the instruction can only be done if the one's supervising the classes can get rid of the hindrances and facilitate the smooth flow of the supervision process.

Further, the findings of this study may provide the Department of Education with a concrete exploration of how the school heads battle with the challenges of doing class supervision amidst all the administrative functions. The data that were gathered would greatly benefit the learners – the primary recipient of the efforts of DepEd. What makes supervision very significant is that it facilitates in the implementation of quality instruction, such that the learners are expected to become valued contributors of change, particularly in building the nation.

Though there were no direct beneficiaries of this research, but indirectly, the school heads would be benefitted from the findings of this research since the practices in terms in clinical supervision were taken into account. From

Implementation of Clinical Supervision from the Standpoint of School Heads

these, the higher officials of DepEd may evaluate the functions of the school heads in a way that the assessment and facilitation of curriculum implementation can be given with sufficient attention.

Finally, the findings of this research would be of help for the future researchers to make further exploration on the implementation of class supervision with reference to the learning outcomes. The effectiveness of clinical supervision may be gauged by the quality of learning outcomes because it is expected that the teachers would facilitate their classes better because they have received clinical supervision.

Definition of Terms

Supervision. This refers to the process of mentorship between the teacher and the supervisor; a procedure intended to support teachers' development and consequent gains in performance, which were predicted to boost student accomplishment (Watkins, 2011). In this study, it alludes to the school heads' experiences in supervising the teachers who report to them in the discharge of their duties.

School Heads. The lead implementer of the school's values, purpose, and vision; serving as mentor, promoting the professional growth of staff members and assisting them in developing the most acceptable attitudes and instructional strategies (Lindsey et al., 2018). In this study, it refers to the teacher-in-charge, principal, or other official who serves as a classroom teacher's immediate supervisor.

Clinical Supervision. It is a specific type of in-class developmental supervision that is formative and allows the supervisee (teacher) to enhance instruction or address a problem in the classroom with the supervisor's help (Glickman et al., 2017). In this study, it refers to the method of supervision where the school head provides coaching and mentoring to the teachers.

Delimitation and Limitation of the Study

The study involved school heads of public schools from Region XI only particularly in Pantukan, Compostela Valley. The study rests on the capacity of the informants and participants to express their point of view, share their experiences and answer the interview questions. The informants come from various schools with different settings and experiences in teaching as well as becoming a school head. The study seeks to ask permission from the principals, district supervisor and superintendent for administrative approval in conducting the interview and focus group discussions.

The study was based upon open-ended questions through one-on-one interviews and focus group discussion; however, the results of the investigation may not be generalizable to other regions of the country. This study is descriptive in its investigation.

Organization of the Study

In presenting the flow of the study, I organized the ideas and different concepts accordingly. Each chapter had its corresponding views to be discussed. Details were properly organized to achieve understanding among the readers. This study is organized into 5 chapters.

Chapter 1 emphasizes the importance of the study. It reviews past and current studies and shows their flaws. The researcher's purpose is to describe self-views and comprehension of clinical supervision's two faces in the workplace. It examines clinical supervision and teacher development procedures, proposes remedies, and suggests strategies to improve schools. The focus group discussion and informant interview research questions followed. This chapter presented the research study's theoretical viewpoint. Moreover, the study's relevance and beneficiaries are presented. Operational definitions of important study concepts necessary to understand the research is also presented in this chapter. This chapter concludes with the study's limitations.

Chapter 2 encloses the literature and other research studies related to the main problem which supported the need for the study. Topics addressed in the review include: concepts and definition of instructional supervision, concepts and definitions of clinical supervision, interpersonal approaches and problems related to clinical supervision.

Chapter 3 discusses the design and methodology used in the study including the research design, role of the researcher, research participants, data collection, data analysis, trustworthiness which explains the four criteria such as: credibility, transferability, dependability and confirmability, and lastly, the ethical considerations of the study.

Chapter 4 presents the results of the study which has four parts namely: the informant's data, the data analysis procedures and the steps in the categorization of the emergent themes, the responses to the interview and the summary of the responses.

Chapter 5 finally presents the discussion of the results. It elaborates the key findings in relation to the literatures cited. This also contains the implications of the study, suggestions for future research and concluding remarks.

II. REVIEW OF RELATED LITERATURE

This section deals with the literature and readings related to the subject of the study. Journals, online publications, and instructional websites are viable sources for literature on clinical supervision. These readings aided me in understanding the study's significance as perceived by other scholars and the larger community. The many information, viewpoints, and resources presented by the various researchers may aid in resolving questions pertaining to this study. By discussing the ideas on the nature of clinical supervision, the difficulties and the perceptions of the concerned school heads, the literature review in this chapter serves as the basis for this study.

Nature and Dividends of Clinical Supervision

Supervision in general is intended to bring about positive changes in the performance of an employee; however, most often its concept is associated with negative notion (Agih, 2015; Kayaoglu, 2012). Contrary to what most employees think, the contextual nature of clinical supervision (CS) defines it as an accountable process that assess the needs of an employee, and provides appropriate scaffolding (Skills for Care, 2007). Alternatively, clinical supervision may be termed as class supervision, progressive supervision and many others; regardless of how it is called, the main goal of CS is to provide concrete assessment of the professionals' performance in a non-threatening manner. Unlike the usual supervision that is used to assess whether an employee is performing within or below standards, clinical supervision provides an opportunity for the employee to correct the inefficiencies that would be found. The tone of the supervision is to allow the supervisee to feel that the purpose is to provide the support that he or she needs to perform better (Reid, & Soan, 2019; Skills for Care, 2007).

Further, the main concern of CS is on formative assessment to determine the aspect on the teachers' pedagogical practices that requires more professional development and undertakings. The good thing about this kind of supervision is that mentorship takes place and a two-way communication process is being practiced - the supervisor provides feedback and the supervisee comments on the feedback given. The process is a win-win solution for the school head or school administrator and the teachers concerned. Through CS, the teachers being supervised are mentored until such time that they are now capable of demonstrating personal reflection (Glickman et al., 2017; Tahir, 2016).

Meanwhile, teachers are being supported by the school heads who are also skilled in the conduct of instructional strategies. In relation to the study of Guhao Jr, E. S. (2016) it was revealed that conversational leadership of school heads and teacher's sense of self-efficacy were complementary with each other. The teachers are made to realize the aspect of their practices that needs further enhancement. Personal reflection is a significant indicator of professional growth since the teacher will no longer wait for the supervision process to take place before correcting the observed inappropriate practices. Self-reflection breeds a higher self-efficacy which is a significant determinant of quality teaching performance (Ayeni, 2012; Mette et al., 2015; Mhlanga et al., 2012).

Pre-service education alone is not an assurance of teaching effectiveness, in fact, there are teachers who are not instructionally ready when they joined the professional teaching force particularly in their first 3 years of service. Teachers who have concerns in the planning, implementation and evaluation of pedagogical practices can be assisted through the programs initiated by the school heads or the administrators of the school. The assistance that will be provided shall be based on the results of the needs analysis and one of the reliable source is the result of the supervision done during the conduct of actual classes. Formative form of supervision is ideal in analyzing the needs of the teachers. Most often, teachers are reluctant to confer with their school heads regarding their instructional difficulties because of the notion that this might pose a threat in the retention of their position (Lynch et al., 2017).

Zepada (2016) posited that majority of the teachers prefer to seek assistance from their colleagues rather than school heads. The effective conduct of the CS is supposed to pave the way for the free-flowing interaction or communication between the teachers and the school heads on pertinent matters concerning instructional proceedings. Moreover, no one can give quality guidance better than those who are considered as effective instructional leaders (Ahmad & Ghavifekr, 2017). It has to be reiterated over and over again that CS reinforces instructional readiness, pedagogical effectiveness and indirectly increases teaching engagement. High engagement among teachers has been found to significantly influence the learning outcomes of the students (Louis & Murphy, 2017; Thomas, 2008).

On the conduct of CS, Radi (2007) emphasized that since the purpose of the supervision is to provide assistance, there should be pre-supervision discussion to discuss the things that are expected in the class. Hereafter, post-supervision discussion is done allowing the teachers to receive the feedback from the supervisor and the supervisor in turn shall take the comments from the teachers being observed. The mood of the discussion is expected to focus on the identification of strengths, weaknesses and recommendations for the improvement of practices. Effective supervisors can bring about positive change in behavior or enlightenment to the teachers in terms of their pedagogical practices and even in the resources being utilized in the conduct of their classes (Haliza, 2005; Radi, 2007).

Moreover, CS provides an avenue for the supervisor to influence the supervisee's teaching practices, particularly the beginning teachers. CS might stress the teachers with the class preparations but then again, the benefits that it brings is worth the efforts (Rahmany, Hasani, & Parhoodah, 2014). This is further supported with the assertion that CS allows the supervisor to provide appropriate mentoring to their supervisee (Passi, 2016). Such mentoring is geared to facilitate the growth of the teachers academically, professionally and personally.

A number of literature have supported that teachers respond positively in the conduct of clinical supervision. The teachers have vouched that CS made them improve their rapport with their peers and have opened communication lines with their school heads. Those who used to thrive in isolation have now opened up with a support system in their respective departments. In this case, the CS is not just being manned by the school head but is also delegated to the highly proficient teachers who can serve as mentors. Peer evaluation, as a form of clinical supervision has been found to be effective as well since the teachers are more confident to relate with their peers on problems concerning their instructional proceedings (Allan, 2017; Bedward & Daniels, 2005; Embo et al., 2015). The process is not deemed as a threat in the management or in the authority of the school heads. The school heads have attested that delegating their

Implementation of Clinical Supervision from the Standpoint of School Heads

authority can facilitate the conduct of the CS in a fast and efficient pace. They still oversee the process even when they delegated some tasks (Ayeni, 2012).

Another study that supports the claim on the positive impact of CS was that of Tracey et al. (2014) which posited that mutual benefit was experienced by the school heads and the teachers upon the conduct of CS. Both school heads and teachers have reflected on their practices as a starting point for the improvement of the quality of the educational practices and outcomes. On the other hand, there were also those who reported that CS is a cyclical process and that each supervision stage is a significant reference for the start of the next supervision stage (Praditya et al., 2018).

One of the reasons for the positive impact of supervision is the acknowledgement of the teachers that their school heads have more experience and can provide better perspectives on the instructional aspects (Khachatryan, 2015). The quality of supervision and control demonstrated by the school heads matter a lot in the success of CS (Okoye, Onyali, & Ezeugbor, 2016). The kind of leadership that school heads project would define the way the teachers would perceive CS. Further, school heads who put instructional undertakings as their top priority have been found to gain the respect of their teachers (Agih, 2015; Jensen, 2014). These kind of school heads are effective in influencing their teachers to be productive in terms of preparing appropriate instructional materials and in utilizing the strategies that would complement the materials. In addition, the teachers are also influenced by the school heads to keep a good track of their students' performance.

As part of the outcomes of CS, teachers achieve higher level of self-reliance and effectiveness in terms of teaching practices. The high levels of self-efficacy that they have gained allowed them to mirror their performance through the quality of student outcomes. Through CS, teachers felt responsible for the learning outcomes of the students. In addition, they have become more reflective on their practices such that they practice rational decision making whether to improve a learning process or to totally adapt new strategies without being told. This is in consonance with the improved teaching performance as an offshoot of CS (Fteiha & Abdawi, 2017; Veloo et al., 2013; Zepada, 2016). On the contrary, Haliza (2005) found out that there were also circumstances when the CS did not serve its purpose. This is particularly true among institutions whose school heads have been reported as unsatisfactory in the conduct of CS due to factors such as insufficient knowledge on assessment.

Although it had the same objective of producing quality education, the conduct of supervision inside the Department of Education (DepEd) in the Philippine educational system has gone by a number of titles already. In accordance with DepEd Order (DO) no.2, series of 2015, also known as the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education, clinical supervision was developed as a method of evaluating the performance and needs of the teachers. The CS's conduct satisfies the need to specify the precise mechanisms, standards, and procedures for establishing performance goals, keeping track of them, evaluating them, and formulating development plans for teaching staff members who are considered regular workers.

Further, the said provision is DepEd's response to Memorandum Circular no.6, series of 2012 of the Civil Service Commission enforcing all government agencies to implement the Strategic Performance Management System (SPMS). The SPMS is a means of quality assurance on the alignment of any government agency' thrust with their day-to-day operations of the entire unit and even with each and every member of the agency. The adoption of SPMS in the DepEd strengthens the performance and accountability of the educational sector to align the duties and functions of the personnel as well as the programs and activities to the vision, mission, goals and core values (DepEd Order no. 2, s.2015).

As part of the educational reforms in DepEd, a clear link between supervision done in the actual conduct of instructional proceedings and professional development for the faculty is drawn. With this, DepEd Order no. 23, s. 2010 otherwise known as the Basic Education Reform Agenda (BESRA) provided the legal basis of linking supervision in classes and professional development initiatives and programs. The educational reforms are further enhanced through the provisions in Republic Act (RA) 10533 or the Enhanced Basic Education Act of 2013.

With these, the teachers are given the opportunity to review and evaluate their teaching or instructional practices with the assistance of the school heads and even their peers who are capable of providing objective feedback and scaffolding. Through the instructional supervision process, the teachers are guided to make personal reflection and avail of the provided social support system through what has been described by DuFour (2007) as professional learning communities (PLC) or even proceed to professional development trainings or further studies. Currently, DepEd coined the term Learning Action Cells (LAC) as the professional community support for the teachers (RA 10533). With the right stimulation and support from their colleagues and school heads, teachers are expected to perform better. Quality performance would only mean quality output and an improve achievement on the part of the learners.

Based on the idea the professional learning community strengthens the drive for each member of the educational institution to achieve the goal for quality education (DuFour, 2007), the Department of Education has formulated the standards for instructional supervision with reference to BESRA and RA 10533. The standards for the conduct of supervision serve as a guide to the entire supervision cycle, allowing the school head to be guided on what to assess and allowing the teachers to personally assess his or her performance. The tools adapted have been contextualized to suit the factors that exist in the Philippine Educational System. To ensure that the tools are aligned in the local context, the domains in the National Competency-Based Standards for Teachers (NCBTS) were utilized. The framework of NCBTS is formulated pursuant to DO 32, s. 2009 otherwise known as the National Adoption and Implementation of National Competency - Based Standards for Teachers - Teacher's Strengths and Training Needs Assessment (NCBTS-TSNA) and National Competency - Based Standards for Teachers (IPPD) for Teachers, and

Integration of its System Operations in the Overall Program for Continuing Teacher Capacity Building. The standards for instructional supervision consist of ten (10) indicators, for the purpose of specifying the indicators, these are as follows: democratic supervision; collegiality and collaboration; professional development and teacher support; ethical teaching; inquiry and reflective teaching; diversity of teachers and learners; clinical supervision; formative teacher evaluation; curriculum supervision; teacher action research.

Challenges for a Successful Clinical Supervision

Organizational structures in schools with centralized system are facing critical concerns in the implementation of CS. Fahmi, Murniati, Nurliza, and Usman (2019) purported that the main concern is rooted on the fact that teachers have been experiencing an inherent academic autonomy in the conduct of their instructional functions. In the study conducted by Wang, Ng, Liu, and Ryan (2016), teachers find an autonomy-supported academic environment as beneficial since they can exercise their creativity and ingenuity. Breaking such autonomy during the conduct of CS requires an alteration of culture for the concerned teachers. The concern on decentralization can be addressed through the school heads' capacity to establish good rapport with the teachers rather than being stiff with the protocols.

Successful supervision bears positive outcomes such as the enhancement of teachers' performance (Elliott, 2015; Suhardang, 2010). Supervision on instructional proceedings look into the role of teachers as facilitator in the teaching-learning process. It is centered on the appraisal on how the teacher conducts the instruction in a manner that serves the best interest of the learners. Casual school visits, regular supervisory rounds and meetings are common avenues for the conduct of supervision (Daryanto, 2010). Despite challenges that can be encountered by the school heads and the administration in general, CS has to be conducted in order to pinpoint what else has to be improved for the success of the school organization.

It is inevitable that teachers make extra preparations during the scheduled CS. Their instructional materials tend to be extra colorful, extra interesting and so on. This entails exhaustion of funds. It is in this premise that some teachers view CS as an additional pressure particularly that in public schools, most often, teachers exhaust their personal resources because of the meager funds allotted in schools for the instructional needs of the teachers (Nwafor et al., 2015).

The challenges in the implementation of CS can be traced back to the quality of the trainings experienced during pre-service trainings. Usually, pre-service teachers are sent to schools under the care of cooperating teachers who have no solid ground in putting theoretical foundations of education into practice or if they do, the pre-service teachers could have been left in the field without receiving the supervision that they need. A number of literature have pointed out the importance of establishing collaboration between the pre-service teachers, the cooperating teachers and the program supervisors in universities or colleges (N. Boz & Y. Boz, 2006; Eraslan, 2008; Kuter&Koç, 2009).

Undoubtedly, the role of the supervisor in the achievement of the pre-service teachers and the quality of instruction that they are going to implement when they become professionals soon can be never be undermined. Cuenca (2010) emphasized that supervisors have that special touch in the lives of the supervisee. They are supposed to provide them with the pedagogical support and even the emotional support that they need in times of difficulties. Professional teachers and pre-service alike are prone to workplace stressors; hence, support from the colleagues and importantly from the supervisors are the ones that they cling on to increase their resilience.

Specifically, in a study conducted on pre-service teachers who have not been sufficiently supervised, it was found out that the performances of these soon to be teachers have been compromised. Yilmaz (2011) posited that those who did not receive sufficient amount of supervision have been found to be performing less than those who have been fully supervised. Less supervision coupled with poor quality of supervision practices even worsen the quality of teachers in the field (Cuenca, 2010; Eraslan, 2008).

Similarly, the study of Yaman (2013) purported that problems encountered by the school heads on teachers with poor performance could have been prevented if these teachers had received sufficient formation during their pre-service education. It is also imperative to state that the poor performance of the students can be prevented through causing significant changes in the pedagogical practices of the teachers as an outcome of the quality clinical supervision done by school heads in the field.

Another study pointed out the failure of cooperating teachers to provide the assessment due for the pre-service teachers. Underperforming pre-service teachers who are still recommended as satisfactory in the completion of their training would add to the number of professional teachers who are not ready or incompetent in the performance of the expected roles and functions (Danyluk et al., 2015). Failing those pre-service teachers who are supposed to acquire more competence would cause negative reputation to the school which compromised the decision of the cooperating teachers.

In addition, in a study conducted on the role of cooperating teachers. Abas (2016) posited that pre-service teachers have been wanting for the full support of the supervisors in the school where they are deployed, the mentorship of the cooperating teachers and the cooperation of the students entrusted to them. Moreover, the participants shared a number of unpleasant experiences during their practicum they associated with the insufficient support that they receive in their partner school. They envisioned the institution to demonstrate the competencies expected from a professional teacher which shall serve as their model.

The same findings were presented by Nkambule and Mukeredzi (2017) that pre-service teachers have not received effective mentorship during their practicum. An implication digested from the available data pointed out that cooperating teachers who have not provided effective mentorship to the pre-service teachers are those who did not receive good mentorship when they were still students. Truly, they cannot provide something that they have not

experienced. Contrary to the reported dissatisfaction of the pre-service teachers with the experienced supervision, there were also those who reported high satisfaction. In the study conducted by Chen, Nguyen-Finn, & Park, (2018), the pre-service teacher-respondents reported high levels of satisfaction with the quality of supervision they received from the administrators of the school as well as from their cooperating teachers. Their experiences served as their guide in the required protocols in the performance of their responsibilities when they become professional teachers.

Above all these, a common assertion is that the cooperating teachers, principals and the institution itself should provide the right stimulation, support and competency-based scaffolding for the pre-service teachers such that only the very minor incompetence is left (Abas, 2016; Danyluk, et al., 2015; Nkambule&Mukeredzi, 2017) which can be easily addressed during the conduct of clinical supervision.

The value system of the teachers and the way they perceive supervision is a vital factor in determining its success or failure (Ryan & Gottfried, 2017; Tshabalala, 2013). A negative attitude towards being supervised will not warrant success. The support supposed to be extended as a result of supervision cannot be implemented if the receiver refuses to cooperate.

Further, the initiated endeavors of the administration to improve the quality of instruction and the learning outcomes are futile if the members of the organization will not perceive it as helpful. This has similar bearing with the teachers' negative notion about CS particularly when they think that this shall be used against them (Al-Harbi &Rayward-Smith, 2006; Minkel, 2018). The cooperation of every member of the organization is a vital requirement for the success of the supervision process.

Meanwhile, teacher irregularities such as absences, poor performance and negligence of duties are supposed to be prevented when efficient and effective supervision is conducted. On the other hand, there are also teachers who choose to do irregularities because these have not been reflected in their files and they have the notion that this won't be charged against them (Shet&Segrott, 2016).

Along with this, deviant behaviors like those mentioned may have been rooted from the experienced irregularities of the teachers in the system. Although the response towards the observed irregularities is not ethically valid, somehow, this may have bearing on their performance. Shet and Segrott (2016) asserted that there are teachers who showed deviant behaviors because of their uncompensated efforts and even the absence of professional development opportunities for them; in short, they are not satisfied with the system.

Consequently, if one is not convinced that the proceedings is for professional improvement, then supervision can be viewed as a contributory factor to stress as pointed out in the findings of McCarthy et al. (2016). Since this is regarded as a stressful process, the teachers have the tendency to avoid it to guard themselves from being exhausted. However, since supervision is part of the requirements for performance appraisal, it can be implied that the teachers may experience double stressors – being supervised and coping with what is required.

Specifically, Holt, et al. (2015) noted that teachers tend to prepare and act unusual during supervision. It can be implied that the unusual preparation and behavior can be due to the fact that their superior is around; hence, making them feel the urge to show their best foot forward. Further, they tend to think that supervision looks into their weaknesses and they work more to conceal them.

Another notion on supervision worth noting is that there are teachers who view it as insignificant in their professional growth (Lima & Silva, 2018). In this case, the more that they won't take the process seriously since they don't regard this as an important learning experience. Most often, critiques would point on an accusing finger to the teachers' defiance when they don't see the significance of supervision in their profession. Although on the other side, this can be viewed as defiance because supervision is a necessity if the goal is the improvement of the quality of services for the clientele. However, literature also reminds the academic community that part of the major responsibilities of a school head is the establishment of good rapport with the teachers such that they can motivate them and facilitate their transformation from being a beginning teacher to a reflective, highly proficient teacher (Cuadros et al., 2018; Dou et al., 2017; McCarley et al., 2016).

The teachers' negative indisposition towards supervision is noteworthy since this can affect the quality of teaching performance and eventually the students' outcomes. The negative indisposition can be due to the lack of respect for authority. For instance, Sarfo and Cudjoe (2016) purported that there are teachers who consider themselves as equal or even superior in their professional expertise compared to the school head or the ones conducting the supervision.

The feeling of superiority prevents a teacher from listening and reflecting on the assessment presented at the end of the supervision process. Further, the teachers being supervised by supervisors whom they regard as having equal or lesser competence to them would feel uneasy and would prevent them from improving the quality of their instruction (Omolar&Adebukola, 2015).

Also, clashing perspectives on how supervision should be versus the actual experience is also a factor that must be considered in the implementation of CS. Ideally, supervision allows both the supervisor and the supervisee to reflect on the process and come up with the best strategy for the identified weaknesses (Nabhani et al., 2015), contrary to the ideals there were studies which reported that the supervisors did not consider the developmental stages of the CS. In these cases, the teachers perceived supervision as merely a form of evaluation with numerical data only (Nabhani et al., 2015; McCarthy et al., 2016; Ryan & Gottfried, 2017; Tshabalala, 2013).

The nature of the school heads' work description can also affect the effectiveness of the implementation of supervision. For instance, Kieleko (2015) asserted that school heads are bombarded with heavy workload that somehow made them ineffective in the conduct of supervision. Administrative functions such as overseeing the physical facilities,

resource mobilization and attendance to a number of management meetings have overshadowed their instructional supervision tasks. These and more are the reasons why there are scheduled supervisions that cannot be attended to.

In support, Mohammed (2016) asserted that the lack of time for the conduct of supervision has a negative impact on the part of the teachers who expected their school heads to supervise them. Given, class supervisors would prefer to spend quality time for individual supervision. Effective CS requires quality time from both supervisors and supervisee for assessment and mentoring (April & Bouchamma, 2015).

The success of supervision does not lie on the supervisor alone or the kind of attitude or disposition that teachers have. Successful supervision has to be a common and mutual undertaking between the supervisors and the teachers. Studies have shown that the teachers and the supervisors can both contribute to the weaknesses of CS. Supervisors may not have efficient skills to resolve concerns while supervisees' negative perception and unwillingness to go through the process of supervision and painstaking changes can escalate the problems (Borders, 2019; Russell, 2019).

Insights of School Heads on the Implementation of Clinical Supervision

Current literature points out the significance of prioritizing the effective implementation of CS in which the benefits for both school heads and teachers are undebatable (Glanz, 2018; Glanz, Rabinowitz, Shenhav, & Zaretsky, 2017; Zepeda, 2016). Further, it has to be acknowledged that the best measure of effective CS implementation is the notable improvement on the quality of the teaching-learning process.

In an article by Musundire and Dreyer (2019) on the effectiveness of CS, it was found out that this has caused a significant improvement in the outcomes of the teaching-learning process. It was highlighted that the developmental process of supervision has facilitated the observed improvements. Further, the findings emphasized that teachers who are empowered by their administrators in the implementation of the instructional proceedings have recorded higher achievement levels in terms of the learners' outcomes. Similarly, a number of literature supported the claim that CS has improved the pedagogical practices of the teachers and improved their instructional leadership in their respective classes (Hayes & Irby, 2019; Laleka, 2018; Vennebo & Aas, 2019).

It should be noted that for an effective CS to happen, school heads should establish and maintain positive relationship with the teachers. Somehow, with a highly decentralized organizations, teachers viewed their immediate supervisor, say, the head teachers over their school heads or principals because these are the ones who are in close contact with them (Falender, 2012; Hung, Tsai & Wu, 2016; Kayıkç et al., 2017; Mehr et al., 2010)

Principals or school heads should strive to restore the trust, respect and authority of the teachers under them. The positive relationship can be established easily when the teachers can see that their principals show genuine interest on the improvement of the teaching-learning process; that they are more hands-on than just being mere managers of the school. Positive supervisor-supervisee relationship eventually results to higher levels of job performance and job satisfaction (Onumah, 2016; Protivnak & Davis, 2008; Taib et al., 2015).

Also, school heads should understand the needs of their teachers so that they can provide them with appropriate support. This is what Rieg and Marcoline (2008) described as being professionally supportive and sincere. When school heads fully grasp the needs of their teachers, they can craft the most appropriate programs for their professional growth. It is like a doctors' prescription which is only given after thorough examination. Effective leadership of school heads is expected to allow the teachers feel their leaders', allowing collaboration to take place without forcing it (Goddard et al., 2015).

Prescribing a cure without understanding the cause would only lead to complications. When the needs of the teachers are appropriately addressed, higher performance and higher learning outcomes are expected to be observed (Fullan, 2018). The defensiveness and resistance of teachers to supervision can be resolved by the supervisors' initiative to go deeply into their concerns, try to understand their needs and assure the provision of support (Bedir, 2017). In addition, the support from the school heads can facilitate in the improvement of the teachers engagement in the performance of their duties and responsibilities (Egwu, 2015; Range et al., 2014).

Although it is inevitable that there would be negative responses towards the idea and conduct of supervision but then again, the benefits of supervision cannot be surpassed by the negative notion of others. CS has to be done consistently so that it can fully serve its purpose (Farhat, 2016). School heads are reminded that they do not sit as evaluators during the conduct of the CS but as a facilitator of teacher improvement and a dependable mentor (Kraft, Blazar, & Hogan, 2018; Steinberg & Sartain, 2015). Effective mentorship provided by the school heads is an opportunity for a closer relationship between the supervisor and the supervisee.

In addition, Tesfaye (as cited by Kassahun, 2014) posed a reminder that supervisors have to exercise their creativity in addressing the concerns in CS. School heads who have been described by the teachers under them as supportive in their instructional endeavors win the trust, confidence and respect of teachers which facilitates the successful conduct of CS (Derrington & Campbell, 2015; Flores & Derrington, 2017; Rieg & Marcoline, 2008; Tschannen-Moran & Gareis, 2015, 2017). Teachers who are confident with the management of their school heads have been found to perform better. They do not need to be forced to demonstrate the skills required for a proficient to highly proficient professional teachers. Further, teachers are motivated to perform when they observe that the consistency and genuine support from their heads.

School heads are also encouraged to provide a positive experience for the teachers during the conduct of the CS. The study of Ford, Urick and Wilson (2018) found a weak but significant relationship between the quality of

teachers' experiences on CS and teachers' performance. Positive experiences during CS would at least relieve the stress that the teachers felt with the negative notion of CS in the past. This is supported with the similar findings of Ghavifekr and Ibrahim (2014).

Contrary to the preceding results, the findings of Onuma (2015) revealed that there are school heads who cannot provide positive experiences since they do not have the sufficient instructional skills. This insufficiency led to limited supervision and ineffective practices. School heads should be assertive in the provision of positive environment specifically among those who have demonstrated negative indisposition and even deviant behaviors (J. Eller & S. Eller, 2013).

Leadership styles also matter in the successful conduct of CS. For instance, the democratic leadership of school heads improves the level of trust of the teachers and the stakeholders (Harris et al., 2017; Oyewole & Ehinola, 2014). There are also school heads who find it mutually beneficial with the teachers to utilize instructional leadership to improve the quality of teaching and achievement of the learners. Instructional leadership is viewed as significant in causing positive and significant changes in the delivery of the instruction in the actual classes as measured in the quality of the students' outcomes and extent of achievement (Brabham, 2017; Grissom, Loeb & Mitani, 2015; LaPointe et al., 2013).

Moreover, this kind of leadership puts emphasis on the teaching-learning and the possible means of improving the engagement of teachers for the development and improvement of instructional practices. In addition, there are also leaders who focused on the development of their staffs' professional growth (Glanz, 2018) rather than the actual conduct of classes and the outcomes of the learners.

Further, Adoniou and Gallagher (2017) described supervision as professional gatekeeping where the supervisor acknowledges the needs of the supervisee and facilitates their professional growth. Skrla et al. (2009) posited that schools with functional teachers can naturally produce quality learning outcomes. Also, Hunsaker and J. Hunsaker (2009) provided a good reminder that despite the inefficacies and hindrances along the way in the conduct of CS, the outcomes can always bring about higher levels of employee productivity.

In summary, the above literature reflects how the teachers perceive the conduct of CS as observed by the school heads. CS is intended to bring about positive changes in the instructional practices of the teachers. Since the target is to cause positive changes, it is imperative for school heads to be well equipped with the instructional skills that they can transfer to the teachers under them. Further, the readings and related studies have provided an understanding of the reasons why there are teachers who have viewed CS negatively. The role of the school heads in the implementation of supervision and the benefits that it offers for both parties have been given a clearer view. The ideals of how CS should be done proved only that the envisioned quality education does not lie in the leadership of the school heads alone but on the consorted efforts of the members of the academe. Further, the literature cited in this chapter provides a deeper understanding on how school heads and teachers perceived and respond to clinical supervision across different cultures.

III. METHODOLOGY

Presented in this chapter are the nature of the study, the research design used with regard to presentation, analysis and interpretation, the philosophical assumptions, role of the researcher, research participants, the data collection process, data analysis, trustworthiness which includes the following: credibility, confirmability, transferability and dependability of the study, as well as all individuals involved and the ethical considerations in the process.

Research Design

I used a qualitative approach, specifically phenomenology, in this research project. The study of how people interpret events or phenomena based on what actually occurs in the real world is known as phenomenology. It involves revisiting the study participants' experiences and delving further into their ideas to get the essence of what they had to say about those experiences (Creswell, 2007; Willis, 2007).

In phenomenological research, bracketing was used to reduce assumptions and avoid any potential negative effects of beliefs that could influence the research process, boosting the study's accuracy. The researcher must learn to put aside his or her own knowledge and experiences to completely capture the experiences being shared by the participants with an open mind. The researcher must be vigilant at all times, conscious of his or her own ideas and the pre-existing beliefs on the study. It is interesting to learn how things transpired, how people interpret their experiences, and how they give meaning to their events when performing this qualitative study (Starks & Trinidad, 2007; Taylor, 2012).

The researcher merely reduced the world from as it is naturally experienced, with all biases and judgment, to a realm of pure phenomena by phenomenological reduction. As a result, the phenomenon's core can emerge. Also, during data analysis and phenomenological description, the participants' own words were utilized. Every step of the investigation was conducted using the bracketing method. The method focused on the subjectivity of reality and repeatedly emphasized the need to understand how people perceive themselves and the world around them. The researcher put aside his personal experiences and opinions to fully understand the experiences of the participants, identifying its essence. The method examined and scrutinized the phenomena through the subjective eyes of the participants (Dowling, 2007; Creswell, 2007).

Implementation of Clinical Supervision from the Standpoint of School Heads

Nonetheless, sources of qualitative data included interviews, observations and documents emphasizing two ways of collecting data if one wanted information about the lived experience of a phenomenon from another person, the traditional face to face interview and the written account of the experience and both could not be broken down easily by a statistical software (Creswell, 2007; Giorgi, 2009; Suter, 2012), .

Throughout my research, I used certain approaches including in-depth interviews, focus groups, and note-taking, paying close attention to the finer points and significance of the emotional content to reveal a range of the respondents' human experiences. In phenomenological research, "as full a description of the experience as a participant has gone through is what one seeks from a research interview" (Giorgi, 2009).

I was able to categorize the themes of the phenomenon in a research study using 7 informants for in-depth interviews and 7 participants for focus groups. To meet the criteria for representativeness and generalizability from a small sample of research participants, it is advised that researchers interview 5–25 persons who had experienced the same event during in-depth interviews. Nonetheless, sample sizes of 10 to 15 are sufficient if participants can give thorough explanations of the phenomenon. Moreover, focus groups with around eight participants are thought to function pretty effectively (Creswell, 2006; Hancock et al., 2009; Speziale & Carpenter, 2007).

Role of the Researcher

As a master teacher, this study has a personal affinity with me since I felt that I am supposed to be the forerunner of effective curriculum implementation. The findings of the clinical supervision done by the school heads should be facilitated by master teachers like me, such that the points for improvement that were discussed to the beginning or proficient teachers will be addressed.

In this research endeavor, I was the one who planned the concept paper, subject to the guidance of my thesis adviser and panel members. Along with that is the validation of my interview guide by the same personnel to ensure the accuracy and validity of the probing questions for a semi-structured interview.

I was responsible for securing permission from the authorities. Upon the issuance of permission, I also took charge of selecting my research participants based on the set pre-inclusion criteria. I facilitated of the orientation participants so that they will be well-informed about the research objectives and procedures of my study. It was also my role to be an interviewer for the in-depth interview and focus group discussion.

Once all interviews were done, my role was to transcribe and translate to English the data gathered from the interviews. It was my task to do the initial data analysis, making use of the thematic analysis with transparency as to its audit trail (core ideas and themes) and emergence of themes, these were enriched and counter-checked by follow-up communication with the participants of the study.

Research Participants

Prior to the conduct of my study, I already identified some of my informants. The identified informants were school heads in the research locale who met the following inclusion criteria: school head for at least 3 years; and conducted clinical supervision to at least 5 teachers. They were referred here in this study as respondents who shared their experienced to the fullest as clinical supervision is concerned

I chose to recruit just a sizable number of participants for my research - 10 informants for the in-depth interviews and six participants for the focus groups - to ensure the quality of my qualitative research. Focus groups are thought to function best when there are around 8 participants. I thought there were already a good number of volunteers, enough to provide reliable information and noteworthy discoveries (Hancock et al, 2009).

Also, the researchers had the option of adding 5–25 others who had encountered the same event for in-depth interviews. Thus, in qualitative research, the researcher looks for knowledge by diving deeply into the heart of the experience to find the phenomenon's essence rather than the "number" of people who have experienced it. Furthermore, major contributors to the evolution of psychology like Freud, Piaget, and Skinner built their theories on research while utilizing a small number of participants and avoiding statistical analysis (Creswell, 2007; Giorgi, 2009).

Data Collection

In the collection of data of the study, I underwent these processes namely: interviewing in-depth with the study-informants, conducting focus group discussion with the participants and note-taking.

I made sure that ethical guidelines were appropriately followed before performing the actual in-depth interviews and focus group discussions with the study participants. I used the consent and confidentiality ethical considerations that should be taken into account in any research work (Bloom & Crabtree, 2006; Woodsong et al., 2005).

I scheduled a preliminary meeting with them and discussed the specifics of the study, assuring them that everything would be done in confidence, as rapport-building is a crucial part of an interview. I requested them to sign a written consent after earning their trust. Fundamentally, rapport entails respect and trust for the interviewee and the details he or she offers. It is crucial to give him or her a secure and welcoming setting so he/she may open up about their personal experiences. I made sure that the interview was held in a peaceful space that would assure privacy and be free of distractions, such as a private office, or in the comfort of their homes, if they preferred to comply with this criteria (Bloom & Crabtree, 2006).

One strategy used to obtain information from the research informants was an in-depth interview. The goal of the in-depth interview technique is to draw out a clear picture of the participant's viewpoint on the research problem. Going deeper into the participant's thoughts and conduct while paying attention to their inner voice to explore new

concerns is more involved in this method than simply trying to understand the participant's experiences. The researcher listened to the participants' descriptions during the interview process, and afterward she constantly went over and looked at the data as it was being transcribed. Time and space were necessary for this method so that I could extract the informants' experiences and insights in pieces. I had to first establish a sense of ease with my audience and show that I was genuinely interested in what they had to say. It is crucial to fully integrate the information provided by the informants, especially when it comes to the specific benefits and drawbacks of clinical supervision (Mack et al, 2005; Penner & McClement, 2008).

To ensure reliability and validity—two key ideas in qualitative research—in-depth interviews should be conducted in accordance with the strictest standards. To minimize bias or misunderstandings regarding the findings, I did not draw any inferences from the interview but instead based everything on the factual information provided by the participants. With the help of seven informants for in-depth interviews, I was able to categorize the phenomenological themes. If one wants to achieve the goal of representativeness and generalizability as a criterion, from a small number of research participants recommended by qualitative research such as phenomenology, researchers could interview 5–25 participants who had experienced the same phenomenon (Bashir, et al., 2008; Creswell, 2007).

Focus groups and interviews are similar, but in focus group discussions, their strengths and limitations are directly related to their two distinguishing characteristics: the reliance on the researcher's emphasis and the group's involvement. To accomplish this, I made sure that throughout the FGD, I was completely focused on my participants, listening intently to every detail they shared about their experiences, and refraining from offering my own opinions or objecting to anything they said. I had to make sure the conversation wouldn't be disturbed by any noise or interruptions. Focus groups are thought to function best when there are around 7 participants. I thought there were already a good number of volunteers, enough to provide reliable information and noteworthy discoveries (Hancock et al, 2009).

I enlisted the assistance of a coworker to take notes during the focus group discussions and in-depth interviews while I conducted the interviews. With consideration in mind that some of the informants may not be very articulate or skilled in interpersonal communication, there may have been times throughout the interviews when certain details were not well articulated or perhaps missed. This could have led to misunderstanding and ambiguity. To prevent this, I have always clarified with my informants their responses; and, if required, repeated the questions to make sure I understood what they had to say. I had to be adaptable in every situation and take into account the emotions of the people I was interviewing. Note-taking was used to make sure that all material was thoroughly documented and that no crucial information was omitted (Bloom & Crabtree, 2006; Mack et al, 2005).

Since audio or video recording enhances the accuracy of the content shared in the focus group or in-depth interview, data were gathered through audio recordings of interviews. The interview's audio recording was verbatim transcribed, and the participants verified the accuracy of the transcription. All sessions and interactions with informants were conducted in a confidential manner; they were always referred to by their pseudonyms to protect their real identities. I prepared my open-ended research questions as outlined in the interview guide to maintain a smooth flow during the in-depth interview, but I also let them know that there may be other questions I may think are necessary to get more information for the study that are not outlined in the interview guide. Also, this encouraged transparency and trust among my participants (Bricki & Green, 2007).

Analysis of data

In a research study, data analysis entails distilling the vast amount of data gathered and communicating the key findings from the findings. Adding that qualitative content analysis is "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings," data were analyzed using a method that included data reduction, data display, conclusion drawing, and verification (Hancock et al, 2007).

Data reduction is the abstraction of data from the transcriptions, deleting data which are not important and transforming it into a comprehensible material, easily understood by many (Namey et al, 2007; Paul, 2006; Suter, 2012).

On the other hand, data display is the organizing of data and presentation in the form of graphic organizers such matrices, charts, and graphs that allow the readers to reach his own conclusion. It goes beyond data reduction by displaying the data in an organized and systematic way, making the viewer aware of the relationships between various pieces of information. Further higher order categories that were not detected during the initial data reduction procedure might emerge at this point (Suter, 2012).

The final phase of qualitative analysis was the formulation and validation of conclusions. While confirmation, which is inextricably linked to conclusion drawing, required revisiting the data as many times as necessary to cross-check or verify these emergent conclusions, consideration involves going back to consider what the analyzed data mean and to assess their consequences for the questions at hand. No firm conclusions were drawn at this time; rather, the data were given the chance to "speak for themselves" through the creation of conceptual categories and descriptive themes. These topics are typically embedded in a framework of related concepts that make sense (Paul, 2006).

The researcher then used the conceptual framework to interpret the relevant literature in an effort to explain the phenomenon under study with a theory, with the help of two independent readers and analysts who are subject-matter experts to form a triangulation team. Each member of the team examined the data and compared individual findings to gain a deeper and more comprehensive understanding of how each investigator viewed the problem. By having more than one individual to collect the data, triangulation strengthens the dependability of the data by ensuring its legitimacy. The researcher is confident that the research study's conclusion is reliable if the findings of the many

Implementation of Clinical Supervision from the Standpoint of School Heads

investigators lead to the same conclusion. I considered what data to include and information to discard when creating an interpretation of the report. The interpretation was stated in a clear, precise manner that correctly defined which information was a factual description and which was simply the researcher's opinion. An engaging report that is easy to read "provides sufficient description to allow the reader to grasp the basis for an interpretation, and sufficient interpretation to understand the description" (Griffiths & McLeod, 2008; Speziale & Carpenter, 2007).

Trustworthiness

To establish the trustworthiness of the study, I observed its four components. These are the following: credibility, confirmability, transferability and dependability.

Credibility. To assure the correctness of my study's data collection, especially during the interviews, where I refrained from making any judgments and instead relied only on factual information obtained directly from the participants, I took care to ensure accuracy was correctly observed. I made sure that no essential information was left out and no unnecessary information was added. It demonstrates that credibility relates to the certainty of the plausibility of the conclusions, which is strengthened by evidence, including the convergence of different sources of evidence such as interview transcripts, reflective field notes, and investigator triangulation (Suter, 2012).

Confirmability. I put aside my personal beliefs, presumptions, and judgments to discuss the study's confirmability and prevent data manipulation. One method of guaranteeing confirmability was the use of audio-recorded interviews, note-taking, and notebooks I kept during the study. Triangulation and peer consensus were also used to ensure that the study's results were devoid of bias and prejudice.

This is further substantiated that *confirmability* refers to how well the results are corroborating this statement, stressing that it is the application of objectivity (neutrality) and the control of researcher bias in a research study (Ramsey, 2010; Suter, 2012).

Transferability. I thoroughly explained the research context and key underlying assumptions to address transferability, and I made every effort to make the data available. I made sure that the data are well-described so that the individual who wants to "transfer" the results to a different context is ultimately in charge of determining whether the transfer makes sense.

Hence, transferability refers to how well the findings apply to other school settings and depends upon the similarities between the two compared settings. Rich and thick descriptions allow readers to make judgment and decisions regarding transferability. The detailed descriptions in this article may enable the readers to transfer information to other settings and thus determine whether the findings can be transferred (Ramsey, 2010; De Wet, 2010).

Dependability. I used the code-recode system throughout data reduction to assure consistency during the data collection and analysis, as well as peer review and investigator triangulation, to prove the dependability of my work. As a result, the study was credible.

A criterion known as dependability is thought to be equal to reliability and shares a concern for the stability of the outcomes. Moreover, typical qualitative techniques like audit trails, thorough documentation, triangulation, as well as conventional techniques like inter-coder or inter-observer agreement and code-recode consistency utilizing the same "human instrument," improve reliability (Ramsey, 2010; Suter, 2012).

Ethical Consideration

Ethical considerations were taken to professionalize the study process. The researcher confirmed that the subject's confidentiality was safeguarded and informed the respondents that the study's sole goal was academic. This information was also included in the introductory section of the questionnaires and interview guide for the respondents. They were also told that their agreement was required for them to take part in the study. During data presentation, analysis, and interpretation, the research did not personalize any of the respondents' responses. All of the resources used for this study have also been acknowledged.

IV. RESULTS

Presented in this chapter are the experiences of the study participants, their insights and perceptions as well as the concepts which emerged from the information gleaned through in-depth interviews and focus group discussion.

The following research questions made possible the production of data from the informants.

1. What are the experiences of school heads regarding the implementation of clinical supervision in their workplace?
2. What are the coping mechanisms adopted by the school head to address the problem of implementation of clinical supervision?
3. What are the insights of school head with regard to the implementation of clinical supervision?

This chapter is divided into four parts. Part 1 tackles the participants' data from which the qualitative data were collected. Part 2 covers the data analysis procedures and the steps in the categorization of the emergent themes from the result of the in-depth interviews and focus group discussion. Part 3 deals with the responses to the in-depth

Implementation of Clinical Supervision from the Standpoint of School Heads

interviews and Focus Group Discussion questions under each research problem and part 4 contains the summary of the informants' and participants' responses.

Participants

Key informants. There were seven key informants in this study, four females and three males who are all currently implementers as school head in public schools in Compostela Valley division. Their school heads' experiences ranged from 9 years to 35 years. They were chosen on the basis of their experiences with workplace implementation of clinical supervision. The experiences of these individuals would be used to help sort out issues, insights and perceptions related to workplace implementation of clinical supervision. For purposes of confidentiality, the participants were given pseudonyms as presented in Table 1.

Focus Group. One focus group discussion was conducted with seven participants, four females and three males. All of them were from the same locale and were selected in the same way as the informants. The school head experiences of the focus group participants ranged from 9 to 35 years. The discussion was conducted to gain additional insights and concepts on the issue of implementation of clinical supervision in the workplace and to strengthen and validate the findings. To conceal the true identity of the participants, the use of the participants' real names during the discussion was avoided. They were referred to according to their number in the table. In Table 1 on the next page is presented the participants' information.

Table 1

Participants' Information

Assumed Name	Gender	Location	Years of Experience	Level	Study Group	Institution
Andrea	Female	Mabini, ComVal	9	Grade School	In-depth Interview	Public
Bob	Male	Patukan, ComVal	12	Grade School	In-depth Interview	Public
Carol	Female	Pantukan, ComVal	12	Grade School	In-depth Interview	Public
Dianne	Female	Pantukan, ComVal	15	Grade School	In-depth Interview	Public
Eve	Female	Nabunturan, ComVal	20	Grade School	In-depth Interview	Public
Ferb	Male	Pantukan, ComVal	24	Grade School	In-depth Interview	Public
George	Male	Mabini, ComVal	25	Grade School	In-depth Interview	Public
P1	Male	Maragusan, Comval	10	High School	Focus group	Public
P2	Male	Pantukan, Comval	27	High School	Focus group	Public
P3	Female	Pantukan, Comval	23	High School	Focus group	Public
P4	Female	Pantukan, Comval	35	High School	Focus group	Public

Implementation of Clinical Supervision from the Standpoint of School Heads

P5	Male	Montevista, Comval	10	High School	Focus group	Public
P6	Female	Nabunturan, Comval	15	High School	Focus group	Public
P7	Female	Mabini, Comval	26	High School	Focus group	Public

Both study group answered the same set of questions. All informants were school heads in grade school while the participants in the FGD were school heads in the secondary schools. All of them are tenured school heads. They were purposively chosen to composed a homogeneous group as described by Saunders, Lewis, and Thornhill (2012).

The focus group discussion made possible the rich interaction and sharing of experiences since all of them were supervising secondary school teachers. Further, the sharing of experiences allowed other participants to recall similar experiences which they would not have probably recalled if these were not mentioned by the others. It was perhaps the reason why a few of those issues, minor differences though, did not surface during the in-depth interviews.

The interviews took place in various places: in the office of the school head, in the informant's residence and in a café with a good ambiance. I used field notes during the interviews and discussions (Boyce & Neale, 2006). I asked the informants to sign the informed consent and secured their approval to audio-tape before each interview. Majority of them accommodated the interview provided that as much as possible, there was no audio or video recording. Those who refused for audio recording wrote their responses on a piece of paper and field notes were taken as the discussions went on. They also requested that their identifying features be deleted in the data.

Experiences of school heads regarding the implementation of clinical supervision

From the data collected on the experiences of the study participants, five major themes emerged as presented in Table 2. These themes are: Resistance and Unease; Unnatural Teaching; Acknowledgement and Appreciation; Dividends of Clinical Supervision; and Impediments of Clinical Supervision.

Resistance and unease

Responses to the questions asked on experiences in the implementation of clinical supervision revealed the resistance and unease in their workplace. Almost all the key informants and all of the participants in the FGD disclosed a high level of awareness that many of their teachers are not open to clinical supervision; they give plenty of alibis and teachers show negative reaction when approached for clinical supervision; some teachers keep stalling the observation on the pretext of being busy; and some teachers are not willing to be observed; they keep rejecting the scheduled visitation.

Accounting from the participants:

As I recalled, every time I conducted the clinical observation some of the teacher made alibis. In fact, some of the teachers are not willing to be observed since there are different scheduled activities every month especially if they are the focal person for such activities (ICSSHII_1-Q1).

Table 2

Themes and Core ideas on Experiences of School heads on the Implementation of Clinical Supervision in their Workplace

Major Themes	Core Ideas
Resistance and unease	<p>Many are not open to CS; they give plenty of alibis.</p> <p>Teachers show negative reaction when approached for clinical supervision.</p> <p>Some teachers keep stalling the observation on the pretext of being busy.</p> <p>Some teachers are not willing to be observed; keep rejecting it.</p> <p>Teachers' attitude towards CS is a problem.</p> <p>Traditional teachers are resistant to change.</p> <p>Most teachers' reaction is anxiety; they get nervous and stressed.</p>

Implementation of Clinical Supervision from the Standpoint of School Heads

	Teachers look at CS as a burden; an added work.
Unnatural teaching	Teachers really prepare during CS which is uncommon and artificial. They do not prepare their lesson when there is no observation. Teachers prepare well only when they are observed; with IMs and visual aids. We have to wait for teachers to be prepared enough to invite us for CS. Time constraint is an issue; teachers need enough time to prepare.
Acknowledgment and appreciation	Teachers realized the value of CS. Teachers' realizations during post conference are gratifying. Teachers acknowledge my effort at improvement. Teachers appreciate the effort made and make mentoring fruitful. They realize that the mechanism really help promote students' optimum growth. Some are grateful for the opportunity to improve.

Continuation of Table 2

Major Themes	Core Ideas
Dividends of CS	Developing IMs became essential for teachers. Completion of needed documents for the OPCRF is satisfactorily served. Teachers are guided in terms of instruction and learning. Effort of teachers results in achievement of learning goals. Teachers get to discover their own weakness and strength. I also learn while observing the teachers during CS. Good mentoring approach for teachers. Sometimes planned CS is not realized due to conflict in schedule. Some teachers exert no effort to innovate and develop IMs to make learning visually interesting. Some teachers are lax in their preparation of the lesson.
Impediments to CS	CS schedules are not realized due to time constraints. School heads have so many things to attend to. There is lack of technological aid i.e. computers and printers. Some teachers are not well oriented on the benefits of CS There is overlapping of schedules for administrative work and instructional supervision Some teachers refuse to learn new systems and strategies Teachers have to spend for their IMs and visual aids.

Based sana-experienced ko, yungiba ay interested naman na mag undergo ng observation saklasenila, peroyungibatalaga ay nag refuse for several times dahilsadami ng mga activities at yungiba ay overlapping pa (ICSSHIII _7-Q1).

Based on my experiences, there were teachers who were interested to undergo class observations, however, there were those who refused several times due to overwhelming and overlapping activities.

It emerged from the interviews and discussions that the teachers' attitude towards CS is a problem. From the accounts of George (pseudonym):

For those teachers who had experienced the clinical observation have positive response and willing for another observation but for those who did not undergo such observation they are the negative and they think it is another burden in their work (ICSSHIII _7-Q1).

Ferb (pseudonym) observed resistance among the traditional teachers under him. This was substantiated by similar observations of the participants of the FGD. The following were their shared sentiments:

Implementation of Clinical Supervision from the Standpoint of School Heads

Akong bad experience kay nay mga teachers ga dili gusto motuman or mo-implement samga bag-o nga strategies para sa improvement sa learning processes unyamopadayonragihaponsaiyangnaandanngadaannngamgapamaagi(ICSSHII_6-Q1).

My bad experience was that there were teachers who refused to implement the new strategies for the improvement of the learning processes and would continue to practice his old ways.

Some who are in the negative side, hesitant to be observed, give many alibis for they don't want to be corrected and they are so called traditional teachers(ICSSHFGD_P1-Q1).

Bad experience when the teacher was resistance to change in his teaching style (ICSSHFG_P4-Q1).

It also emerged from the responses that in most cases, teachers get nervous and stressed out during CS. This was the experience of Carol (pseudonym) as she shared her experience:

Every time a teacher is informed of the clinical supervision, the usual reaction is nervousness, pressure and burden, maybe because of the kind of preparation they must take into consideration for the activities (ICSSHII_3-Q1).

The experience was further substantiated by the experiences of the participants in the FGD. In their own words:

They feel nervous and stress because they always think for the preparation during the clinical observation (ICSSHFGD_P2-Q1).

Ma sense man nakonga willing ngamagpa-observe, kaya lang, kasagaran mas molabaw ang hesitation. Ang ubanpud kay maka feel ug stress pag time nanga mag observe (ICSSHFGD_P7-Q1).

I can sense that they are willing to undergo class observation but their hesitation prevails in most occasions. Others would feel stress during observations.

Eve (pseudonym) shared that teachers look at CS as an additional load for them. In her accounts:

May mga teachers na they were excited though nervous. But meron ding mga teachers na they consider CS as an extra work especially kay mag entail talaga ng more time to prepare for the observations (ICSSHII_5-Q1).

There were teachers who were excited though nervous. But there were also teachers who considered CS as an extra work especially that this entails more time to prepare for the observations.

Unnatural teaching

Teaching, defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly. Professional classroom teaching, on the other hand, is specialized work that is distinct from informal, commonplace showing, telling, or helping (Cohen, in press). Despite the common view of good teaching as something that is mostly learned through experience, our argument rests on a conception of teaching as unnatural work (Jackson, 1986; Murray, 1989). Because it is, we argue, not natural, carefully designed learning is necessary. The notion that teaching is unnatural is difficult to grasp because of the ubiquity of teaching activity.

From the point of view of the participants in the FGD, they viewed the preparations of the teachers as uncommon and artificial. The following emerged from the discussions:

It was a bad experience really. Why? Because I can really tell that this particular teacher's preparation is not common. I mean this teacher is overly prepared during the scheduled observations but I had already noted his laxity during regular classes (ICSSHFGD_P2-Q1).

I Feel not good when they are not prepare their lesson well since there is no observation happen (ICSSHFGD_P7-Q1)

Implementation of Clinical Supervision from the Standpoint of School Heads

There were also instances when time becomes a concern for CS to happen. Dianne (pseudonym) shared that she has to extend her patience waiting for the teachers to schedule for supervision.

As a school head, kailangankongmaghintay kung kalian ready ang teachers at i-invite akosaklasenila. Pag ganito na pacing, mahirap kas bakahulina ang lahat para sapag mentor. I mean, paano pa ma assist kung matagalbago ma diagnose kung ano ang kailangan(ICSSHIII _4-Q1).

As a school head, I need to wait for the teachers to invite me in their classes. It's difficult with this kind of pacing because it might be too late for mentoring to happen. I mean how can I provide timely assistance if it takes time to diagnose the needs of the teachers.

Bob (pseudonym) and George (pseudonym) shared similar sentiments. In their accounts:

Time constraint, aside from financial matter, is one of the problems experienced during the processing of clinical supervision(ICSSHIII _2-Q1).

Bad experiences are the time constraint, developing the instructional materials to be utilize during the lesson not only during observation time (ICSSHIII _7-Q1).

Acknowledgment and appreciation

It surfaced from the interviews and discussions that the teachers realized the value of CS and this was communicated during post-conferences. They also acknowledged and appreciated the efforts of the school heads in facilitating the improvements of their teaching. Some are grateful that they have an opportunity to improve.

Bob (pseudonym) and George (pseudonym) felt satisfied that the teachers under them have felt the value of clinical supervision. Bob (pseudonym) even sighed a sound of relief as he shared:

Normal judsigurona at first, dilisilaganahannga I observe sila especially nganaanad ang ubanngadili closely monitored dati. Kinahanglanjudnganaay monitoring saklase especially saklasesaatongmga students karon. Teachers just need ug igonga time aronmaka-reflect o maka-relaizengaimportantediay ang supervison(ICSSHIII S_2-Q1).

It is quiet normal for teachers to feel discomforts when being observed especially if they were not used to close monitoring. Monitoring of classes has to happen especially with the kind of students that we have these days. Teachers just need sufficient time to reflect or realize the importance of supervision.

For those teachers who had experienced the clinical observation have positive response and willing for another observation (ICSSHIII _7-Q1).

Eve (pseudonym) felt good upon learning from the teachers that they appreciated the conduct of the CS. It was indeed a relief considering the resistance that she observed on others.

I had a pleasant experience especially during the post conference, I discovered that the teacher herself discovered their weakness and strength during the actual teaching performance (ICSSHIII _5-Q1).

Similarly, Andrea (pseudonym) felt good as well when the teachers under her acknowledged her efforts on the implementation of the CS.

Apart from the struggles when CS started, I felt good when the teachers see and appreciated the efforts that I put it during observation of classes and particularly on the mentoring that took place after the CS (ICSSHIII _1-Q1).

A participant in the FGD shared one of the positive outcomes in CS. In her narration:

Such a pleasant experience when some of the teachers want to undergo again clinical supervision due to friendly atmosphere that she experienced (ICSSHFGD_P4-Q1).

Implementation of Clinical Supervision from the Standpoint of School Heads

It was also shared that the teachers have realized the value of CS in improving students' outcomes. Bob (pseudonym) was grateful that there were teachers who have felt the positive side of CS. In his narration:

During the post-conference, I was glad that they were vocal in sharing to me that the clinical supervision have helped them in improving their ways. They have addressed positively the importance of clinical supervision as one main effective solution to increase the performance of the students. They have also reflected that developing instructional materials is essential and should be consistent, meaning should not be done during observations only. They felt that these instructional materials are important in helping the students grow in school (ICSSHII _2-Q1).

In addition, he pointed out that majority of the teachers have positive notion on CS. In his narration:

Mas maramisamga teachers and positive ang regard sa supervision. Siguronasa seventy five percent of the teachers ang may positive reaction. Yung the rest of the teachers ay doubtful pa rin at takotnabaka fault-finding activity ang CS. Thankful pa rinako because naka realize pud ang mga teachers dili lang ilahang performance ang ma improve but it can achieve students' optimum growth as learner (ICSSHII -Q1).

Majority of the teachers regarded supervision positively. I think about 75% of them reacted positively. The rest of the teachers were still doubtful and were afraid that CS was just a fault-finding activity. I'm still thankful because the teachers have realized that other than improving their performance, CS can also facilitate the achievement of the students' optimum growth as a learner.

Dividends of CS

Clinical supervision is a must to every institution because this will serve as a tool for the school head to find areas for improvement or an avenue to make the teaching-learning process more purposive. It also establishes systems of accountability and responsibility.

Dividends of clinical supervision is one of the major themes on experiences of school heads on the implementation of clinical supervision in their workplace. Some core ideas are; developing instructional materials became essential for teachers; completion of needed documents for the OPCRf is satisfactorily served; teachers are guided in terms of instruction and learning; effort of teachers results in achievement of learning goals; teachers get to discover their own weakness and strength; learned while observing the teachers during clinical observation and good mentoring approach for teachers.

Ferb (pseudonym) noted that the teachers were grateful with the opportunity to improve. He attested that through CS, the teachers were guided and have improved in their instructions and strategies.

Similar responses pointing on the extra benefits of CS were shared by the participants. In their narration:

Completion of the needed documents for the OPCRf is satisfactorily served. This was made possible because the teachers were cooperative enough in the submission of requirements, as well as the development of IMs. My targets on supervision was also achieved on time because of those teachers who have fully understood the CS (ICSSHIII _2-Q1).

I have noticed that because of the CS, the teachers are willing to submit their selves to be observe and always aim for the betterment of the lesson (ICSSHFGD_P6-Q1).

Some of the teachers are cooperative, open for suggestions, willing to adopt change and resourceful (ICSSHFGD_P1-Q1).

Andrea - IDI 1: During actual class observation I also experience to learned while listening which help to increase my capacity to observe (ICSSHIII _1-Q1).

It also emerged that one of the dividends of CS is the mentoring process. Both Andrea (pseudonym) and Dianne (pseudonym) attested to it.

Impediments to Clinical Observation

The last themes on the experiences of school heads on the implementation of clinical observation - Impediments to clinical observation. The core ideas are: sometimes clinical supervision was planned but was not

Implementation of Clinical Supervision from the Standpoint of School Heads

realized due to conflict of schedule; some teachers exert no effort to innovate and develop instructional materials to make learning visually interesting; some teachers are lax in their preparation of the lesson; clinical observation schedules are not realized due to time constraints; school heads have so many things to attend to; there is lack of technological aids like computers and printers; some teachers are not well oriented on the benefits of clinical supervision; there is overlapping of schedules for administrative work and instructional supervision; some teachers refuse to learn new systems and strategies; lastly, teachers have to spend for their instructional materials and visual aids.

Time is one of the identified concerns. The administrative works of the school heads impeded their functions in the assessment of the instructional practices. This was the concern of Ferb (pseudonym). The schedule of the teachers at times won't match the schedule of the school heads. This was also the concern of Carol (pseudonym). In her accounts:

Naajudmga times nganaka prepare na ang teachers unyadilimarealize kay conflict sa schedules. As a principal, daghanpudkaayo ug schedule ngadapati-attend, mao ng in most cases, ma sacrifice ang schedule sa CS (ICSSHII _3-Q1).

There were times when the teachers have already made the necessary preparations but the schedule did not warrant for CS to be realized. As a principal, I have a lot of schedules to attend to, in most cases, the schedule for CS is being sacrificed.

Andrea also shared the same sentiments on conflict of schedules. In as much as she wanted to prioritize the class observations, most of the time she's drawn to attend to other functions. In fact she felt that her administrative role is very suffocating. Above all, she felt bad for her teachers. In her narrations:

Ang ubanlaginga teachers kay mawad-an na lang ug ganangamagpa-observe tungodsanagasabay-sabaymga activities ushaydilina ma meet ang schedule sa CS (ICSSHII _1-Q1).

There were teachers who were discouraged because the overlapping schedules would hinder the conduct of the scheduled CS.

Coping mechanism adopted by the school head to address the problem on implementation of clinical supervision

From the data collected through the above questions, three main themes emerged from the responses as shown on Table 3. These are respect and consideration; creativity; and being more supportive of teachers.

Respect and Consideration

One of the major themes on coping mechanism adopted by school heads to address the problem on the implementation of clinical supervision is respect and consideration. Its core ideas include being more understanding of teachers' issues regarding clinical supervision; being considerate of teachers' reaction to clinical supervision; allow the teachers to prioritize their activities; respond base on the call of the situation.

All core ideas of respect and consideration are typical responses of the informants and participants despite of the problem encountered at different circumstances.

To address the problems, every time there are school heads whose heart is for the betterment of the school learning and teaching improvement, they will also give time to support the program and activities (ICSSHII _1-Q2).

Table 3

Themes and Core Ideas on Coping Mechanisms Adopted by Schools Heads to Address the Problem on the Implementation of Clinical Supervision

Major Themes	Core Ideas
Respect and consideration	Being more understanding of teachers' issues regarding CS. Being considerate of teachers reaction to CS. I allow the teachers to prioritize their activities. I respond based on the call of the situation.
Creativity	Time management; prioritizing

Implementation of Clinical Supervision from the Standpoint of School Heads

I provide pre and post conference sheets ahead of time.
Establish a workable time table.
Encourage teachers to upgrade their professional skills and knowhow.

Being more supportive of teachers

Link with potential stakeholders who can address the teachers' financial issues.
Reminding them of their targets in the RPMS.
Provide financial assistance for the development of IMs.
Organize a series of seminar-workshops emphasizing the need to be monitored and evaluated.
Conduct orientation on the merits of clinical supervision.
Send them to seminars/workshops in their field of specialization.

To address the problems, every time there is an intervening circumstances, the school head will immediately inform the teacher to postpone the observation (ICSSHIII_3-Q2).

Creativity

To cope with the challenges, it emerged from the discussions that school heads utilize their imagination to create new and feasible ideas.

A participant in the FGD shared that there is a need for school heads to set their priorities. In her accounts:

I have learned to prioritize the needs of the students for the enhancement and reach the common goal of education (ICSSHFGD_P7-Q2).

For Eve (pseudonym) and Bob (pseudonym) time management is necessary. In their accounts:

The strategies being adopted are the time management and correct schedules for the conduct of clinical supervision (ICSSII_5-Q2).

Establishing Workable Time Management to accomplish concerns needed in the clinical supervision (ICSSII_2-Q2).

Being more Supportive of Teachers

Teachers are vulnerable to stress and the school heads can either motivate them or made them feel burden. During the interviews and discussions, it emerged that the schools heads have to show more support to the teachers under their care.

I have to show them my support so that they will cooperate. As a concrete expression of support, I remind them of their targets in the RPMS so that they are guided on what else has to be accomplished (ICSSII_4-Q2).

Others have even considered the provision of financial assistance to the teachers and even programs that can facilitate them for their instructional needs. In their accounts:

I initiate financial assistance for the innovation of materials use during the activity (ICSSII_5-Q2).

I see to it that teachers are emerged or engaged to series of seminar-workshop. I also see to it that I monitor their participation and evaluate the impact of the training to them if it is suited to their needs (ICSSII_2-Q2).

Send out teachers to different seminars and conferences relative to their field of specialization. (ICSSII_7-Q2)

Insights of school heads with regards to the implementation of the clinical supervision

Implementation of Clinical Supervision from the Standpoint of School Heads

The responses of the informants and participants of the study are presented in Table 4. It presents five major themes, namely: clinical supervision is a learning opportunity for school heads, clinical supervision works, be firm and consistent, be patient and understanding, and provide the necessary support.

Table 4

Themes and Core Ideas on Insights of School Heads with regard to the implementation of clinical supervision

Major Themes	Core Ideas
CS is a learning opportunity for school heads	CS gave me the chance to mentor my teachers. School heads' competence in the implementation of CS is enhanced. I got to know the teacher's individual problems in their teaching-learning process. I learned the strengths and weaknesses of the teachers. I developed alternative plans or options in addressing various needs of the teachers.
Clinical supervision works.	CS plays a critical role in promoting high level of performance in teaching-learning. It is a friendly approach for assessing teachers' performance. CS is the best tool for professional and personal development of both teacher and school head. CS is more interactive in approach; schedule, method and content are mutually agreed upon by supervisor and teacher.
Be firm and consistent.	School Heads must implement CS for the holistic development of the entire institution. School heads must diligently implement CS strategies. Be consistent with the implementation of the programs for the curriculum. Prioritize the need to enhance and achieve the common goal of education. Do CS religiously and faithfully CS must be regularly and consistently implemented. Maintain the momentum of the implementation to achieve the ultimate goal of CS

Continuation of Table 4

Major Themes	Core Ideas
Be patient and understanding	Be considerate with your teachers always. Extend our patience with the resistant teachers. School heads need to adjust to the different reactions of the teachers. Be patient and flexible with the response of the teachers to CS. Teachers' issues with CS must be dealt with accordingly and with much care.
Provide the necessary support	Appropriate funds for various programs. Give appropriate action to the teachers request i.e. facilities and training. Improve school facilities, especially in the instructional materials and equipment Address the needs of the teachers. Proper assistance to the teacher must be identified. Send teachers to different seminars and conferences.

As school heads, we should be supportive of the needs of teachers.

CS is a Learning Opportunity for School Heads

For the school heads, CS is not only an avenue to facilitate improvement on the teaching practices but also an avenue for them to learn. It also gave them a chance to mentor the teachers and be able to understand the needs of their teachers, even their strengths and weaknesses. Hence, it is easier to provide assistance if the needs are being identified.

In their accounts:

Nalipay ko kay nagkaroon ug opportunity ngaakoang ma share ang akong knowledge and skills pinaagisa [ag mentor saakong mga teachers aron pud ma improve and ilangpamaagisapagtudlo](ICSSII_4-Q3).

I was happy because I have an opportunity to share my knowledge and skills in mentoring my teachers regarding on how to improve their teaching practices.

School heads competence in the implementation of clinical supervision is enhanced (ICSSII_3-Q3).

I learned to understand teacher's individual problems in their teaching-learning process (ICSSII_5-Q3).

I learned the strengths and weaknesses of the teachers (ICSSFGD_P2-Q3).

One important advice I could share is to make many plans or options in addressing different problems of the teacher or the school as a whole (ICSSII_2-Q3).

Clinical Supervision Works

Despite of the load brought by CS, it is rewarding on the part of the school heads that CS works. The teachers have recognized the importance of CS in the improvement of the teaching-learning process. The teachers have also recognized that CS is a non-threatening process that benefits both the teachers and the school heads.

For the school heads' narrations:

I learned that as a school head, it covers the critical role plays in the implementation and monitoring the schools in promoting high level of performance in learning and teaching for the development of the school community. (ICSSII_7-Q3).

Further, George (pseudonym) shared that CS is interactive.

This instruction can defined as the type of instruction which focuses face to face interaction between supervisor and teacher in order to improve the quality of instruction (ICSSII_7-Q3).

Further, CS is not a threat to one's position, rather a tool that helps both teachers and administrators to improve.

It is recommended to use in assessing teachers performance since it is a friendly approach (ICSSII_P5-Q3).

Clinical supervision is the best tool for professional and personal development of not just teacher but for the school head as well (ICSSII_3-Q3).

Be Firm and Consistent

Like any other implementation process, the impact of CS cannot be fully appreciated if the implementation is only superficial. Thus school heads came up with the notion that there is a need to be firm and consistent. They have

Implementation of Clinical Supervision from the Standpoint of School Heads

discerned that school heads must implement CS for the holistic development of the institution. Further school heads should follow the implementation proceedings diligently.

In their accounts:

School Heads must see to it that the implementation of clinical supervision is for the holistic development of the entire academe, thus, must be dealt with accordingly, effectively and with much care. (ICSSII_4-Q3)

School heads must diligently implement the clinical supervision strategies (ICSSII_6-Q3).

Do it religiously and faithfully the clinical supervision to your teachers (ICSSF GD_P3-Q3).

Maintain good rapport with teachers and be consistent with the implementation of the programs for the curriculum (ICSSII_3-Q3).

Further, Carol (pseudonym) added:

Constant monitoring and tracking of the department heads for their assigned learning areas in order to maintain their momentum for the implementation of programs to achieve the ultimate goal in which to produce a highly competent Filipinos (ICSSII_3-Q3).

Be Patient and Understanding

With the flaws observed and the experienced challenges, it emerged that school heads discerned that they have to be considerate with the teachers, meaning, they have to extend their patience. Negative reactions can only worsen with the negative response. Hence, it emerged that school heads have to adjust with the different reactions of the teachers and that they have to be flexible with the teachers.

In their accounts:

I should be considerate and suggest possible ways to solve a certain issue or problem (ICSSII_1-Q3).

Extend our patience with the resistant teachers. Dealing with them with negativity won't ease the situation anyway. (ICSSF GD_P3-Q3)

Further, she added:

Just adjust the different reactions of the teachers (ICSSF GD_P3-Q3)/

Another participant supported the same idea:

I have learned to be patient and flexibility with the response of the teachers in assisting them with their needs (ICSSF GD_P5-Q3).

School Heads must see to it that the implementation of clinical supervision is for the holistic development of the entire academe, thus, must be dealt with accordingly, effectively and with much care (ICSSII_4-Q3).

Provide the Necessary Support

Considering the leadership roles of the school heads, they have discerned that they have to provide all out support for their teachers, particularly on the aspect of instruction.

Taking into account their shared insights during interviews and discussions:

Give appropriate action to the teachers request just like facilities and training (ICSSF GD_P3-Q3).

Implementation of Clinical Supervision from the Standpoint of School Heads

Improve school facilities, especially in the instructional materials and equipment (ICSSF GD_P7-Q3).

It is the vital role of school head to address the needs of the teacher for the improvement of the students (ICSSII_7-Q3).

For their training needs, they have discerned that:

Send out teachers to different seminars and conferences relative to their field of specialization (ICSSII_1-Q3).

As a school head, we should have support the needs and give more actions for the progress of teachers and students (ICSSF DG_P6-Q3).

V. DISCUSSION

In this chapter are presented the discussion, conclusions, implications for practice and implications for future research based on the themes developed during the data analysis. This study has clearly indicated its purpose, to describe the experiences of the school heads on the implementation of clinical supervision. It aims to go deeper into bringing about the feelings and insights of the participants to the surface and to determine what concepts may be gleaned from the findings.

It is in this interest that I opted to utilize qualitative method, specifically phenomenological approach in my research study. Phenomenology can provide rich descriptions of the nature of a particular phenomenon (Creswell, 2007).

Phenomenological qualitative approach is ideal in allowing the nature of the phenomenon to surface. It is in this framework of reference that 14 participants, 7 for the in-depth interviews and 7 for the focus group discussion were asked to participate and share their experiences with the implementation of clinical supervision in public schools. All of them are tenured school heads in public schools. Based on the results of the study, the school heads have seen both the positive and the negative faces of CS implementation.

Experiences of school heads regarding the implementation of clinical supervision

Based on the responses, it surfaced that school heads experienced *resistance and unease* from among the teachers upon the implementation of clinical supervision (CS). The reaction from the teachers would somehow defeat the purpose of the clinical supervision. The way teachers respond to clinical supervision is dependent on their openness to accept feedbacks and consider suggestions for improvement.

For instance, Ipe (pseudonym) had experienced being refused when she attempted to schedule a clinical supervision with a teacher. A participant in the FGD shared that there were even teachers who would give alibis whenever they would hear of their schedule for CS. Japeth (pseudonym) received a different alibi; it wasn't a direct negation but the teacher would use the overlapping activities in school as an excuse. Rey (pseudonym) experienced positive responses from among those who have submitted themselves willingly to be supervised but was confronted with the negative feedbacks from those who did not. Those who refused to undergo CS considered it as a burden in their work.

Looking into a common perspective, both the school head conducting the CS and the teacher should have a clear understanding of the purpose of supervision. They need to invest mutual trust for the process of CS to run smoothly. The findings in this study parallels the assertion that one of the perceived reasons for teachers' negative notion about CS is the thought that the result of the CS would be used against them (Minkel, 2018). Both the supervisor and the teacher should have a common understanding that the CS is just one of the measures for teacher efficacy.

Despite the efforts of the school head to establish common grounds with the teachers when it comes to CS, there are still a number of teachers who regarded the evaluation instrument as inappropriate. What is more alarming is that they viewed CS as insignificant in their professional growth (Lima & Silva, 2018). Sarfo and Cudjoe (2016) viewed the teacher's negative notion to supervision on a negative perspectives as implied in the findings of their study. They found out from qualitative data that they analyzed that there were teachers who thought of themselves as standing in equal footing with the supervisors' expertise. This made them feel uncomfortable with having the supervisors sit in their classes during observation periods.

The teachers' disposition affects the way they think and act. The feeling of negativity and unease towards supervision will result to reduced efficacy and unconsciously, reduced students' performance. Reduced teacher efficacy is expected since the clinical supervision intends to provide scaffolding for an increased efficacy (Omolara & Adebukola, 2015).

Implementation of Clinical Supervision from the Standpoint of School Heads

Juliet (pseudonym) expressed that the usual reactions of the teachers when informed about CS is nervousness, pressure and burden, maybe because of the kind of preparation they must take into consideration for the activities. The observation of Juliet (pseudonym) is an articulation of the findings of McCarthy et al. (2016) that the practice of appraisal in the educational system is a significant contributory factor to teacher stress which in turn affects the teachers' satisfaction and engagement in the profession. The tedious preparations for classroom observations would inevitably cause stress despite the notion that observations are done to provide helpful feedbacks and improve instruction.

With reference to the responses from the informants and participants, one of the problems encountered was the observed *unnatural teaching* during clinical supervision. Dianne (pseudonym) specifically pointed out that she has to wait until such time that the teacher is prepared to be invited for clinical observations. Another factor that emerged was time constraint. George (pseudonym) shared that the teachers needed more time to prepare for their classes. Their experiences were supported by the experiences of the participants in the FGD. The participants shared that there were teachers under them who only prepared their lessons well when there were scheduled class visits.

The findings are affirmed by Holt et al. (2015) specifically describing how the teachers' felt and act unusual during clinical supervision since this was often perceived by teachers in terms of its hierarchical origin. Teachers view the school head or the master teacher who observed classes as looking into the loopholes in the conduct of classes. The uneasy feeling may have been rooted also from the clashing perspectives of the teachers and supervisors on the concept of clinical supervision as described in the findings of Nabhani et al. (2015). From their findings, most teachers thought of CS as their starting point for establishing good rapport with their supervisor. However, from their experiences, they felt that their supervisors did not consider the developmental stages of the CS. On the other hand, supervisors perceived CS as a means of following up the impact of professional development sessions provided to the teachers rather than as a means of scaffolding. Furthermore, the focus of CS for them was for diagnosing the skills that need for improvement.

Other than class preparations and diagnosis of instructional problems, a factor that seem to have been set aside by both teachers and supervisors is the act of reflection. The process should allow the teachers to reflect on their performance as measured in the outcomes of the students.

Finally, the shared experience that the teachers tend to show unnatural way of teaching during CS negated the real reason for supervision. CS could have been better if this was viewed by both parties as an avenue for a healthy exchange of ideas in order to improve the professional practices in school (Holt et al., 2015).

The participants recounted that there are teachers who have realized the value of CS and they were grateful for the *acknowledgement and appreciation* after the CS. The efforts of the supervisors during CS were also acknowledged by the teachers and that they have realized the efforts invested for them to improve in their field and be able to promote students' optimum growth.

From the experience of Bob (pseudonym), he felt that teachers need enough time to realize all the essentialities of the clinical supervision. For George (pseudonym), he noted that those teachers who had experienced the clinical observation have positive responses and are willing to go through another observation.

The observed positive behavior of the teachers is an articulation of a mutual understanding of the true essence of CS. The findings are affirmed in the study of Tracey et al. (2014) who noted that both the school heads and the teachers being observed benefit from the process. Feedbacking on the instructional proceedings in the class is a critical aspect for the improvement of the competence being measured. In the other hand, the school head who supervised the class can also reflect on the way the supervision was done, based on the outcomes of the supervision and the feedback of the teacher as well.

The idea that teachers' realizations during post conferences are gratifying emerged from the responses of the participants. George (pseudonym) recalled his good experiences during the implementation of CS, and one of these was that teachers were amazed when they answered the domains and specific learning parameters that they need to choose for actual classroom supervision. Eve (pseudonym) found it rewarding that the teachers discovered their own weaknesses and strength after the supervision. Andrea (pseudonym) shared that she had such a good experience when the teachers appreciated the efforts that she exerted in mentoring them. The observed behaviors among the teachers by George (pseudonym), Eve (pseudonym) and Andrea (pseudonym) were articulations of the findings of Praditya et al. (2018) that a vast majority of teachers perceived educational supervisions as a cyclical process of refining their instructional skills. It wasn't intended to fail them but to make them better educators. The teachers believed that they need to spot the weaknesses in their pedagogies through the feedback of their supervisors and that they believed on the capacity of those who were observing them.

When the objectives of CS are implemented effectively, the teachers would become more reflective of their ways. The teachers will be given the opportunity to view themselves through the lens of a more experienced educator (Khachatryan, 2015). It is from this point that Jensen (2014) concluded that efforts geared towards improving the efficacy of teacher should be the top priority of every school. All the negative impressions and associated hard works should be less the benefits that the academe can get from it. The improvement of student outcomes is largely influenced by the quality teachers and the efficacy of their instructional practices.

It emerged that the participants observed the *dividends of CS*. Through this, the school heads noticed that the teachers developed instructional materials that were helpful for the improvement of students' performance. For Bob (pseudonym), the CS also made the teachers gather empirical evidences on the performance of their students; hence, gathering data for Office Performance Commitment and Review Form (OPCRF) were facilitated. The experience of Bob (pseudonym) can be viewed in terms of the school heads' influence on the teacher and on the school in general. The participants in the FGD shared that there were teachers who submitted themselves to be observed, cooperative and were

open to accept the suggestions to improve the academic instruction. Agih (2015) asserted that the efficacy of the school heads' management is measured in terms of their capacity to influence the productivity of their teachers and the well-being of everyone in the system. From this point of reference, the conduct of CS by the study participants was effective since the teachers were able to keep track of their students' performance and innovate instructional materials, thus, making them more productive.

Andrea (pseudonym) was also improving her skills as a supervisor while doing the CS. Furthermore, she mentioned the essence of being able to identify what is/are needed by the teachers is necessary. It can be noted from the shared experiences that although the teachers have to go through painstaking preparations; still, the teachers have understood and appreciated the value of CS. This is in consonance with the assertion that although CS has disadvantages, this is outweighed by a number of good outcomes (Rahmany et. al, 2014). One of the strengths of CS is to make teachers see the students' outcomes as their own responsibility. Upon seeing the outcomes, the teachers who have undergone CS have learned to go through self-evaluative procedures that is intended to improve the outcomes.

Dianne (pseudonym) recognized that one of the dividends of CS is an opportunity to provide the teachers with the mentoring that they need. Passi (2016) pointed out that supervision in the field of academe can provide an opportunity for the teachers' development academically, professionally and personally. Academic development focused on understanding the learners in a practical setting. The CS would provide an avenue for the discussion of the students' learning style as observed in the actual classes. Professional development as one of the outcomes in CS is focused on the way the teachers respond to the needs of the learners inside the observed class. It also looked into the efficacy of the planned activities. In terms of personal development, CS provides an opportunity for self-reflection on the way the class is being handled.

CS should be seen by the teachers as an opportunity for growth and not as a means of downgrading them. On the other hand, the school heads should also see to it that a good rapport is being established with the teachers so that the latter would feel confident as whenever they will express a concern. High standards and professional mentoring should also be established from start until the end of the curriculum year.

The participants in the study pointed out common factors that caused *impediments* in the conduct of CS. Both school heads and teachers had their own share on the impediments to CS. For Carol (pseudonym), the conflict of schedules have been one of the reasons for non-realization of the scheduled CS. The same experience was shared by Andrea (pseudonym); some of her teachers were discouraged since the overlapping schedules have caused the postponement of their scheduled CS. The shared impediments of Carol (pseudonym) and Andrea (pseudonym) were no different from the findings of Kieleko (2015) which pointed out the effect of the school head's workload to their capacity to conduct CS and even on their supervisory practices. The administrative functions of the school heads have overshadowed their instructional supervision tasks (Kieleko, 2015). Their heavy workload concerning administrative matters was found to be a critical factor hindering them from performing CS, as scheduled with the teacher. On the other hand, with the number of activities and programs that were done in DepEd, in partnership with other government agencies and stakeholders, the schedule of activities have been overlapping in most instances. The heavy schedule day in and out has somehow set aside an important matter on instruction - the conduct of CS.

On a similar context, Mohammed (2016) asserted that the amount of time allotted for CS is greatly affected by the administrative concerns being handled by the school heads. This is especially true with those assigned in big schools. However, even if the school head is assigned in small or non-central schools, their time is still not sufficient to handle CS since they could be attending also a lot of instructional concerns such as the absence of master teachers. An even worse case would be for those school heads who would still take the role as a classroom teacher when the need arises.

Another impediment to CS that emerged from the discussion that there were teachers who were lax or did not even exert effort in the preparation of their lessons. Eve (pseudonym) shared that she observed that there were teachers who were not able to cope with the set class objectives and noticed that the strategies utilized were limited. Similarly, Andrea (pseudonym) observed that there were teachers who did not prepare their lessons well. A participant in the FGD shared that she observed a teacher who did not even show innovativeness in the preparation of instructional materials. Their experiences can be associated with irregularities in the performance of teachers. Shet and Segrott (2016) asserted that the observed irregularities among teachers may have been affected by personal and work-related factors. While school heads perceived teacher irregularities as taboo, some teachers did not even pay attention nor reflected on the outcomes of such irregularity.

Moreover, their findings showed that teacher irregularities may have been caused by the absence of professional development opportunities, feeling of uncompensated efforts and low job satisfaction. Irregularities among teachers caused plausible shortchanging of instruction and would result to poor students' achievement. On a different perspective, the way teachers perform is significantly influenced by the quality of supervision that they have experienced with their school heads (Okoye et al., 2016). Instructional leadership of teachers and venues for professional growth are only few of the factors that were associated with the quality of supervision. The noted teachers' strengths and weaknesses as noted in the CS must be utilized by the school heads in maintaining instructional standards and in enhancing those standards.

Andrea (pseudonym) aired her concern about the financial struggles of teachers in terms of the preparation of the instructional materials. The concern of Andrea (pseudonym) is a universal concern in public schools. Financing public institutions and ensuring that it functions well is one of the major responsibilities of the government. However, current reality showed that this falls short of the target financing status. In fact, the meager fees collected voluntarily in

Implementation of Clinical Supervision from the Standpoint of School Heads

public schools was instrumental as additional finances yet this was found to be very insufficient (Nwafor et al., 2015). Although institutions do not operate on finances alone but it is a major resource requirement for the sustenance of their operations. This is supported by Akani (2015) that the availability of funds is one the significant determinants of the outcomes for quality education. This is because the quality of school facilities and equipment affect the students' engagement and achievement. Furthermore, these facilities and equipment are defined by the schools' capacity to finance them.

Emerging from the shared experiences of the participants is the reality that the impediments to CS is not only due to the teachers' availability but also to the conflict of schedule also of the supervising school head as well.

For instance, Lando (pseudonym) shared that some teachers even reject the schedule. He added that others made up alibis to postpone the scheduled class observation. A bad experience was shared by Corazon (pseudonym) as she accounted that there were teachers who were unable to meet the objectives set for the class. In addition, those who fell short of the set objectives even utilized limited strategies that affected their teaching performance. The expressed impediments of Lando and Corazon are articulations of the findings of Al-Harbi and Rayward-Smith (2006) that supervisors/principals ranked the teacher's domain as the highest obstacle in effective educational supervision. Fraser (as cited in Lilian, 2007) stressed that the teachers' perception and the way they respond to supervision matter a lot in improving the teaching-learning process. Furthermore, if teachers will not fully accept and respond positively to supervision then the efforts expended on the process will be useless.

Another impediment to CS that come out from the interview was that the supervisors did not have enough time to sufficiently perform their supervisory roles. For instance, Juliet (pseudonym) shared that she felt bad when the planed schedules for clinical observations were not realized because she had to attend to other equally necessary preparations and or had conflict of schedules. Ipe (pseudonym) shared that some teachers are being discouraged since they could not meet their schedule for the clinical supervision due to overlapping of schedules.

The findings parallel that articulated in the study of Glanz et al. (2017) that the foremost concern in clinical supervision is achieving the required time for its implementation. In support to this, April and Bouchamma (2015) stressed that CS demands quality time for both teacher and supervisor for it to run through smoothly and achieve the targets.

From the interviews, it emerged that there were teacher and supervisor factors that impeded the CS. Rey (pseudonym) may seem to be resting on his laurels when he shared that one of the impediments that he encountered was not having technological aids like computer and printer, so every time he has to give copies for the result of classroom observation, he is not able do it easily. Lando (pseudonym) noted that there were teachers who refused to learn new strategies. Japeth (pseudonym) noticed that finances is a factor also that may be associated with this. He observed that there were teachers who were limited to the preparations of their materials because of insufficient finances.

A number of literature have cited that the teachers and the supervisors both contribute to the weaknesses of CS. Supervisors may not have efficient skills to resolve concerns while supervisees' negative perception and unwillingness to go through the process of supervision and painstaking changes can escalate or cause ineffective CS. Borders (2019) has a similar view as he pointed out that teachers should claim ownership for their professional growth while supervisors should process the teachers as adult learners.

Coping mechanism adopted by the school head to address the problem on implementation of clinical supervision

One of the themes that emerged as coping mechanisms adopted by school heads is *respect and consideration*. Japeth (pseudonym) pointed out that being considerate of the teacher's reaction to CS is his means of coping with the challenges encountered. This is an articulation of the notion that defensiveness or resistance of the supervisee to supervision can be resolved by considering their concerns and trying to understand their resistance and examine their level of self-efficacy (Bedir, 2017).

Juliet (pseudonym) has another way of doing it. She would allow the teachers to prioritize their classroom activities whenever necessary. In case of schedule constraints, she would immediately inform the teacher of the postponement of the CS so that the latter can go on with the planned activities in the class.

These findings are supported with the claim that a positive supervisor-supervisee relationship promotes welfare and professional development of the supervisee. This positive relationship is equal to improved satisfaction of the target supervision outcomes (Ellis et al., 2014; Falender, 2012; Mehr, et al., 2010; Protivnak & Davis, 2008).

Tesfaye (as cited by Kassahun, 2014) described *creativity* in terms of supervision as the supervisors' capacity to look for a better way of solving instructional-related concerns. Thus, it is imperative for supervisors to keep themselves abreast with the current findings of researches in education.

Corazon (pseudonym) has learned to adopt effective time management for CS. This is further reinforced by one of the responses in FGD which pointed out the importance of providing conference materials ahead of time. Similarly, Joaqui (pseudonym) established a workable time management to address the concerns in CS. The coping mechanisms of Corazon and Joaqui are further emphasized in the notion that effective and efficient running of the school is linked to the school head's performance of his/her instructional management role. This role involves planning a feasible schedule, appropriate tasking, overseeing performance and making sure that work is done in time (Grissom et al., 2015).

Implementation of Clinical Supervision from the Standpoint of School Heads

Ipe (pseudonym) coped with the experienced challenges through encouraging the teachers being supervised to undergo professional upliftment. This has bearing with what Adoniou and Gallagher (2017) referred to as professional gatekeeping. Further, their findings described a good CS as outcome-oriented where the supervisor acknowledges the needs of the supervisee and facilitates their professional growth.

Another means of coping with the experienced problems on CS that emerged from the responses is through *being more supportive of the teachers*. A variety of ways of showing support to the teachers emerged from the responses of the participants.

Joaquien (pseudonym) established a link with the potential stakeholders to address financial issues related to classroom instruction. Similarly, Corazon (pseudonym) initiated financial assistance for instructional materials. Japeth (pseudonym) showed his support to his teachers by sending them to seminars and conferences relative to their field of specialization. The support demonstrated by Joaquien, Corazon and Japeth are supported with the notion that school heads/principals have the responsibility to support the teachers' professional development (Glanz, 2018). They should be supportive of the teacher's needs and demand for the establishment of rapport between supervisor and supervisee. Building relationships between the principal and faculty can happen if the principal occasionally offers to lend a hand (Kellison, 2007). Rieg and Marcoline (2008) pointed out that school principals must understand the needs of teachers by being professionally supportive and sincere. Support and sincerity can be through the facilitation of professional growth and development, empowering the teachers, acknowledging their accomplishments and understanding their needs (Rieg & Marcoline, 2008).

Finally, Venus (pseudonym) showed her support through reminding them on their targets in the Results-Based Performance Management System (RPMS). Simple reminders are associated with the provision of effective feedback system. Hunsaker and Hunsaker (2009) assert that feedbacking through formal appraisal system can lead to higher staff productivity.

School heads who have shown support for their teachers have been successful in operating the schools where they are stationed. The findings of Tschannen-Moran and Gareis (2015) implied that effective school leaders are those who were able to foster trust and maintain the same with their subordinates. Teachers perform better when they see that their school heads demonstrate genuine concern about their professional and personal development. Importantly, school heads who have shown consistency and competence in making sound judgments on aspects that matter to the teachers have been reported to be respected and have earned the trust and cooperation of their teachers.

Similarly, school heads who have been supportive in terms of curriculum and instructional concerns were found to establish stronger collaboration with their teachers. Together, the school heads and the teachers, work together to strengthen the collective efficacy of the schools they are in. The study of Goddard et al. (2015) supports the preceding context with their findings that instructional leadership has a direct and significant effect with teacher collaboration while collaboration predicts the school's collective efficacy. Furthermore, school achievement is predicted by collective efficacy. All these factors are deemed necessary in providing better services to the very important clientele of the school – the students.

Insights of school heads with regards to the implementation of the clinical supervision

The school heads discerned that *CS is a learning opportunity for school heads to learn* because this gave them a chance to mentor the teachers under them. It is also perceived as one of the avenues for the enhancement of their competence in teaching-learning supervision. Through the conduct of CS, the school heads become acquainted with the concerns of the teachers as well as their strengths and weaknesses. Throughout the process, the school heads were able to develop alternative plans or options in addressing various needs of the teachers.

Take for instance, Dianne (pseudonym), who shared that through CS, she had the chance to mentor the teachers in ways that can help improve their teaching. A participant in the FGD shared that he learned the strengths and weaknesses of the teachers through the CS. On the other hand, Eve (pseudonym) learned to understand teacher's individual problems in their teaching-learning process. Steinberg and Sartain (2015) posited that school heads do not just sit as evaluator during CS; more importantly, they serve as an instrument for the formation of the teachers in their pedagogical practices. Among the many significant roles played by the school heads, being an instructional mentor is one of those. As a mentor, they are expected to scaffold the teachers especially the struggling ones. This is necessary because the quality of teaching practices of the teachers significantly influences the extent of students' motivation to learn. The effectiveness of mentoring the teachers has been found to be a good alternative to the conventional faculty development program in schools (Kraft et al., 2018). Mentoring provides an opportunity for the supervisor and the supervisee to have a closer view of the concerns observed during the CS in a more intimate way.

Despite the challenges associated with the mentoring process for the improvement of the teachers' pedagogical practices, the benefits still outweighs the challenges. It also entails consistency in the efforts of the school heads and importantly their passion to achieve more. The success and failure of CS lie on both the supervisor and the supervisee. There are school heads who feel good when they assist their teachers while there are others who sit as critiques. There are also teachers who are so glad to be visited while others feel uneasy. On the part of Carol (pseudonym), she finds the CS as one of the means of enhancing her competence as a school head; hence, she did not look at CS as a mere addition to her tasks. Enhanced competence of school heads would mean increasing the trust of the teachers under them. This would also mean an increase in the teachers' engagement which would eventually influence the academic achievement of the students (Louis & Murphy, 2017; Tschannen-Moran & Gareis, 2015).

Implementation of Clinical Supervision from the Standpoint of School Heads

For Bob (pseudonym), the CS is an opportunity to create plans to address the problems of the teachers and that of the school. This is in cognizance with the assertion that effective school heads consider the individual and collective needs of the teachers (Fullan, 2018). There is a need to be observant on the concerns of the individual teachers as noted during the conduct of the CS. From these individual needs, the collective needs of the teachers can be derived. Plans for instructional improvement should be based from both individual and collective needs of the teachers.

The school heads perceived that *clinical supervision works* according to its expected purpose. For the school heads, CS plays a critical role in promoting high levels of performance in the teaching-learning process. They also perceived CS as a friendly approach for assessing teachers' performance. It is also considered the best tool for professional and personal development for both teachers and school heads. The CS is more on an interactive approach.

O'Doherty and Ovando (2013) asserted that school heads are instructional leaders who should facilitate and promote achievement in schools. This can be gleaned from the perception of George (pseudonym) who shared that he has learned the significance of his role in the actual sense of legwork. It is crucial since he has to look into the promotion of high level of performance in learning and teaching for the development of the school community. Teachers have different views on CS, others see it as a burden while others have learned to appreciate its purpose. From the interviews and discussions, it turned out positively since reflections took place. The school head who conducts the CS should be competent enough to exude a good command of the proceedings. School heads who have sufficient knowledge and skills in supervision can successfully perform the tasks and would expect better outcomes (Sarfo & Cudjoe, 2016).

A participant in the FGD regarded CS as a friendly approach in assessing teachers' performance. Conducting supervision in a friendly approach lightens the burden felt by the teachers. This would make them feel at ease, more relaxed; hence, they would be able to present the lesson naturally. This parallels the findings that supervisors who have maintained cordial relationships with their teachers are more like to be successful in attaining the objectives of CS (Onumah, 2016). When the teachers feel that their school heads are concerned with their professional growth, they tend to trust them more and they would see CS as a means of support. Trust was found as a vital factor that positively affects the collective efficacy and professionalism of the teachers (Tschannen-Moran & Gareis, 2017). Mutual trust between the supervisor and the supervisee makes supervision easy and more meaningful. School heads can recommend strategies to cope with the waterloo of being observed during the class and the teacher would eventually take it positively since the teacher is assured of their intentions. It is a usual psychology of people to take things with an open heart when it is from a person that they trust.

Another point of view supporting the claim that CS works is that Carol (pseudonym) perceived it as the best tool for professional and personal development for both the supervisor and the supervisee. This means that the school heads have to exhort all efforts to make sure that CS would facilitate personal and professional growth if they want to grow themselves. Most often, the professional growth of the schools were over flouted because of the thought that their educational attainment and years of experience are more than enough for them and do not need any further enhancement. However, it has to be considered that professional growth is a continuous process. Regardless of the years of experience nor level of achievement, school heads should still endeavor to grow personally and professionally to keep themselves abreast with the kind of teachers and learners that they have to face. Further, development should not just benefit one party but all the parties involved and the school in general. The failure of the school head to effectively carry out supervision negatively impacts personal and professional relations with their subordinates. In addition, the success of teaching and learning is hampered. This is because ineffective supervision would mean a negative organizational climate which negatively impacts the achievement of the students (Onumah, 2016). In this regard, school heads should see to it that quality standards in conducting CS is being implemented.

Finally, CS works because it is interactive. George (pseudonym) described CS as more interactive in content wherein the time and place for the conduct of the supervision are mutually agreed upon by the superior and the teacher. It is a good reminder that the conduct of the CS is not to find what is wrong with the teachers but to provide assistance for their weak points and recognition of their strengths. Discussing freely with the teachers aspects like what to observe and where it will be done promotes the creation of an environment where the teachers can perceive the school heads as their confidante without losing regard for their position. It is expected to facilitate open communications. Teachers can refer matters to their principals with less inhibitions. Through this, the school heads would know their teachers in a more intimate manner - seeing both strengths and weaknesses. From then on, effective strategies on how to deal with a particular teacher can be framed. The study of Mette et al. (2015) posited that effective supervision and conferences with the teachers accounted for the latter's enhanced pedagogical practices, leading to higher students' achievement. The achievement of the students are the concrete measures of the teachers' growth as a result of the supervision done by the school heads.

Considering that the main reason for the conduct of the CS is the enhancement of the quality of the teaching and learning process, it is imperative for the school heads to be *firm and consistent* with the way they facilitate the conduct of the supervision.

Carol (pseudonym) emphasized that school heads must see to it that the implementation of clinical supervision is for the holistic development of the entire academe. This parallels the assertion of Ahmad and Ghavifekr (2017) that school heads are expected to exude the kind of leadership that promotes instructional effectiveness by facilitating the creation of a holistic learning environment, although the achieving holistic development through creating an environment that warrants it is a painstaking task. Holistic development of the educational environment requires the participation of both the school heads and the teachers. The way teachers create this kind of environment is influenced

by the kind of leadership that they experience from the school head; hence, it is imperative that they model the holistic formation as well.

Eve (pseudonym) suggested that school heads must diligently implement the clinical supervision strategies so that the process will really serve its purpose. This has a similar context with what the other participant of the FGD suggested that CS should be done religiously and faithfully. CS is not intended for fault-finding but for the provision of the appropriate technical assistance to improve the teachers' pedagogies, student outcomes and the curriculum in general. On the other hand, Dianne (pseudonym) suggested the need of school heads to maintain good rapport with the teachers and be consistent with the implementation of the programs for the curriculum. This is described by Kayıkç et al. (2017) as contemporary supervision rather than traditional. As mentioned earlier, CS should also be interactive and there is a mutual understanding of its purpose. The school heads should utilize appropriate means to conduct the CS in such a way that the teachers will perceive it as beneficial. On the other hand, the teachers should also be open and welcome supervision as healthy proceedings that considers their best interest and that of the learners. The focus should be on the provision of assistance for those aspects that the school heads would found as needing improvement. Reaction of teachers to provisions like this depends on the way the provision is being administered. Teachers welcome supervision if they are assured that it is not intended to pile up their weaknesses as perceived in traditional supervision.

A participant in the FGD suggested that successful outcomes in CS should consider the prioritization of the needs of the students. This can be made possible when CS is geared towards the facilitation of teaching effectiveness. Effective teaching takes into consideration the needs of the students over the personal needs of the teachers. On a similar manner, school heads should also prioritize the needs of the teachers over their personal needs in order for the teachers to exude the same behavior towards the learners. The school heads cannot directly implement the improvements that they want to see to the learners because it lies on the hands of the front liners in curriculum implementation – the teachers. This can be viewed on what Hung et al. (2016) described as servant leadership of the school heads. On a practical thought, servant leadership does not only apply to the school heads but to the teachers as well since they are leaders in their own classes. This is characterized by the capacity of the leader to handle their roles and responsibilities with selfless attitude and devotion.

It was emerged from the interviews that for the essence of CS to be fully experienced, it should be regularly and consistently implemented. Another informant also suggested that there is a need to maintain the momentum of the implementation to achieve the ultimate goal of CS. Readings in the existing studies have pointed out that one of the problems in the public institutions is that a lot of programs die in their naturally death. This is due to the lack of persistence for consistent evaluation and development. This is supported by the findings of Farhat (2016) which put emphasis on the significant impact of CS which is done in a cyclical manner, regular and consistent. Clinical cycles provide a lasting impact to the teachers since the checking and feed backing are done regularly. In this way, the assistance that can be provided by the school heads would be timely for the teachers. The concerns observed in the teachers' classes would be addressed right away and be followed up on the next supervision schedule. In a way, further instructional problems are prevented before it becomes more severe situation.

During the interviews and discussions, the participants pointed out that school heads should *be patient and understanding*. For those teachers who are resistant to CS, school heads should extend their patience and they should adjust to the different reactions of the teachers. It also emerged that they just have to deal those teachers with issues in CS with utmost care. Finally, school heads must see to it that the implementation of clinical supervision is for the holistic development of the entire academe.

It can be gleaned from the interviews and discussions that school heads should be assertive in creating a positive organizational climate for the teachers, specifically among those who are difficult to handle (J. Eller & S. Eller, 2013).

Despite how the teachers perceive CS, the school heads are given the responsibility to deal with the concerns of the faculty with utmost care. Lighting up the torch when someone is at the verge of being on fire doesn't help the situation. School heads should initiate ways and means in order to open the communication lines to address the concerns of the faculty. However, it has to be pointed out that despite the considerations given to them, the faculty should stay responsible over their actions. In addition, they should also be productive in their respective designations.

Nabhani et al. (2015) asserted that teachers and supervisors should work collaboratively and should maintain open communication lines. This is similar to the findings of Taibet al. (2015) that school heads should foster positive relationships with the teachers under them if they want to achieve improvements in both pedagogical practices and students' achievements. In addition, Oyewole and Ehinola (2014) posited that instructional leaders, in this case the school heads, should promote a certain extent of democracy in handling their teachers.

Further, Ghavifekr and Ibrahim (2014) pointed out the quality and the kind of experiences that the teachers have with their school heads during CS define the extent of motivation that they have to improve their performance. Hence, it is imperative for school heads to see to it that the teachers' experiences during CS would let them see its essence.

Provide the necessary support

It was suggested during the interviews and discussions that school heads should utilize CS as a means of *providing the necessary support* to the teachers' request, improve school facilities, address the needs of the teachers and provide proper assistance to the teacher.

Waite (2015) warned the administrators in his assertion that the one of the greatest hindrance in CS is when the teachers cannot see the good side of it. When they only feel that the supervisor is there as a faultfinder instead of

Implementation of Clinical Supervision from the Standpoint of School Heads

someone who would provide appropriate scaffolding. Successful supervision entails the leadership of the school head or supervisor to create a supportive environment. An environment that can make the teachers realize that supervision is not intended to punish them but to assist them in their needs and bring out the best in them.

The teachers see the benefits that they can get from CS. On the other hand, the school heads should create that supportive organizational climate. A number of studies have described the positive results of CS as a result of the collaborative efforts between the teachers and the administrators or the supervisors. For instance, CS has been found to assist the teachers in their self-realization, such that they initiate changes for the improvement of their pedagogies and the achievement of the students. CS facilitates the significant improvement in the quality of teaching and learning (Veloo et al., 2013). Similarly, CS improves the technical aspect of the teachers and makes them realize the significance of evaluating their personal performance in order to cause improvements for themselves and for their learners (Fteiha, & Abdawi, 2017). Teacher empowerment is also one of the perks for the school heads who provided their teachers with a supportive environment through effective supervision (Alila, Määttä, & Uusi-Uurtti, 2017).

Implications for Practice

Based on the findings, the following implications for practice are offered:

On the implementation of the clinical supervision. The teachers should understand the purpose of CS. This can be done through effective induction program for the newbies and an enhancement program for the veteran teachers. School heads should also undergo enhancement program to acquire effective supervision skills. The enhancement program would not only benefit the teachers but the supervisor as well. The professional growth of both parties should be enhanced – supervisors become more efficient in the conduct of the CS while the teachers become more proficient in instruction as an offshoot of the an effective CS.

On the response of teachers to clinical supervision. Teachers respond differently to clinical supervision despite its objectives. School heads may strengthen the peer support system among the teachers so that they can already address their perceived problems on their field at their own level. In this way, they won't feel being caught in the situation or being criticized during the conduct of the actual supervision. Support system among teachers is guided under the framework of DepEd order (DO) no. 35 s.2016 where the implementation of a functional learning action cells (LAC) is being defined. Though this, the development of the teachers does not start from the top management, but a bottom-up professional development. In this way, teachers become proactive instead of being reactive.

On the impediments of CS on the part of the school heads. In most cases, school heads become limited in the conduct of supervision because of the heavy administrative roles that they have to attend to which have made them set aside the schedules for supervision. Keeping a good supervision plan and setting the priority areas in school may help. School heads have to be reminded of the bigger role that are expected of them – being transformational and instructional leaders. Under the Education Act of 1982, specifically, section 17 pointed out the duties and responsibilities of the school heads in the quality of the teaching and learning process.

On the appropriate practices for the conduct of CS. To ensure that the conduct of CS will serve its purpose, it is imperative for school heads to evaluate their supervision practices and utilize those strategies that would work for their teachers. School heads should be actively engaged in training and development programs pursuant to the policies and guidelines of DO 32, s.2011. School heads should also consider the teachers' response towards CS and should try to apply techniques that would alleviate the uneasy feelings during the conduct of the CS.

In view of these, the concerted efforts of the school heads and the teachers are vital in the success of the educational system. These efforts are geared towards the realization of a common goal – holistic development of learners who will be valued contributors in building the nation.

Implications for Future Research

In as much as this study is limited to a few DepEd school heads in Compostela Valley, the following implications for future research are advanced:

Since the findings of this particular study are not generalizable beyond the 14 participants, future research may be conducted, exploring the experiences of the participants with another group to substantiate the findings.

The experiences, challenges and insights of new school heads on field can also be investigated to add to the existing base findings with the seasoned school heads.

Finally, since the study is limited to the experiences of the school heads, the points of view of the teachers on clinical supervision can be explored to validate the concerns and issues presented in this research.

Concluding Remarks

From the results of the study, I can say that clinical supervision can only serve its purpose if the school heads would efficiently perform roles in instructional supervision and that the teachers are receptive of the deemed effective teaching practices. School heads may be view other teachers as resistant to change or even resistant on embracing the clinical supervision but then, their innate desire to facilitate the improvement of the teaching and learning prevailed as they tried to understand the needs of their teachers. There were teachers also who were able to fully grasp the concept of CS and regarded it as a means of improving oneself. Further, both school heads and teachers have to undergo development programs that enhance supervision and promote professional ethics.

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