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# Utilization of Guide for Instructions Yielding Archetypal (GIYA) Tools in Assessing Teacher's Performance on Instructional Supervision and Performance of Learners

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## ABSTRACT

This study evaluates the utilization of Guide for Instructions Yielding Archetypal (GIYA) tools in assessing teacher's performance in instructional supervision and performance of learners. Employing descriptive-correlational research design to assess the efficacy of the tools used in supervising teachers which focused on the preparation for teaching and learning, availability of learning resources, delivery of instruction, and methods of assessment. The study involves 1 school head, forty-five (45) teachers, and 200 students and simple percentage and Pearson's correlation coefficient ( $r$ ) were the statistical tools used to determine its significant relationship. A significant relationship between the performance of teachers in instructional supervision and learners utilizing the Guide for Instructions Yielding Archetypal (GIYA) tools was revealed in the study. These findings affirm the importance of teacher preparation, learning resources, delivery strategies, and assessment quality in shaping student learning outcomes. By recognizing and enhancing these aspects of educational practice, institutions can effectively support student success and foster a conducive learning environment.

**Keywords** — *Utilization, GIYA Tools, Teacher's Performance, Instructional Supervision, Performance, Learners*

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## I. INTRODUCTION

Education is the process of receiving or giving systematic instruction, especially in school that is concerned with the pedagogy of teaching and learning. Teachers' continuous learning assists them to be more efficient and effective. Teachers in school may have different perspectives on their school heads' technique used to improve their instructions through the conduct of instructional supervision.

Instructional supervision is one of the core activities of the school heads to assist the teachers in ensuring that all learning competencies are taught, and congruent learning materials and activities are used. It is in this activity that school heads were able to determine the strengths and weaknesses of the teachers from the preparation of teaching and learning to the learning assessment and use this as basis in providing technical assistance.

UNESCO (2014) revealed that supervision services are delivered by qualified and experienced officers academically and professionally but there is a lack of in-service training in the form of induction. A poor working

conditions and heavy workload result in fewer visits to schools/classrooms especially in rural areas where regrettably those services were needed most. On a more positive note, it was observed that the external supervisor services are still considered necessary and useful for schools (Okendu, 2012). Quality education implies quality teaching and learning processes (Isaac, Haastrup & Osalusi, 2011). Hence, supervision is meant to improve the performance in work in any context. It should be used to enhance effective methods of teaching as well as contribute to professional growth and development of the teachers (Demozie, 2021).

The decline in teachers' performance has been a global concern, characterized by issues such as absenteeism, inadequate lesson preparation, and rote-teaching (Kitunga, 2009; Tao, 2013; Wandira, Onen & Kimoga, 2015). The Education for All Global Monitoring Report also highlights the poor quality of learning at the primary level, leading to students leaving school without essential skills (UNESCO, 2015). In fact, in today's era in education, it was found out that learning gaps among learners are evident. Some of their reading levels are far behind their grade level. With this present scenario in education, the role of teachers in the delivery of the lesson is questioned, hence, it is crucial to regularly conduct instructional supervision.

Today, educational institutions are expected to produce graduates that possess the twenty-first-century skills which refer to the core competencies of collaboration, critical thinking, digital literacy, and problem-solving. As such, educational institutions need to create an academic environment that will foster the development of these competencies in students. This entails more than the improvement of physical and information technology infrastructure but also the competencies of the workforce, its teachers. The teacher is among the most dominant variables that affect student outcomes, thus, to improve the achievement of students, it is important to improve the competence of teachers and one of the significant mechanisms in achieving this is through an instructional supervision program (Maisyaroh, Hardika, Valdez, Solaiman & Canapi, 2018).

As postulated by the study Sergiovanni & Stanratt (2002), instructional supervision effectively improves classroom practices and leads to student achievement through professional growth and teacher improvement. Kutsyuruba (2003), as cited by the study Tesfaw & Hofman (2014) supervision of teachers is a critical function of the school which gives opportunity to teachers to improve teaching and learning and their professional status.

In school supervision, the main objective of the supervisor is to help improve teaching and learning. It is to make teachers and pupils realize the need to make good use of instructional time and for teachers to teach the right curriculum contents. Supervision plays a vital role in selecting materials of curriculum content to facilitate teaching and learning in assessing the whole educational process. Supervision also encourages quality engagement with internal and external monitors in a bid to enhance their continued professional development while on the job (Zachariah, 2013; Servet, 2011).

Educational institutions of today are using different tools in monitoring the performance of the teachers especially during the teaching-learning process. Each region and division offices had crafted instructional supervision tools that will assist them in their conduct of monitoring the teaching-learning process of teachers of which it is one of the calls of the education sector in our country today. Regional Memorandum No. 356, s. 2023 has stipulated the utilization of Guide for Instructions Yielding Archetypal (GIYA) Teachers as tools in the conduct of non-graded instructional supervision. Hence, school heads in the region implement the utilization of this tool in assisting the teachers to improve their teaching-learning process.

Thus, it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness of Guide for Instructions Yielding Archetypal (GIYA) tools in assessing teacher's performance in instructional supervision and performance of learners in Seguinon National High School, Albuera North District, Leyte Division for School Year 2023-2024. A proposed instructional supervision plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a junior high school teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the utilization of Guide for Instructions Yielding Archetypal (GIYA) tools in assessing teacher's performance in instructional supervision and performance of learners in Seguinon National High School, Albuera North District, Leyte Division for School Year 2023-2024. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the teachers in instructional supervision utilizing the Guide for Instructions Yielding Archetypal (GIYA) tools?
2. What is the performance of the learners during the instructional supervision utilizing the Guide for Instructions Yielding Archetypal (GIYA) tools?
3. Is there a significant relationship between the performance of teachers in instructional supervision and learners utilizing the Guide for Instructions Yielding Archetypal (GIYA) tools?
4. What instructional supervision plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study adopts a descriptive-correlational research design to assess the efficacy of the Guide for Instructions Yielding Archetypal (GIYA) as a tool for instructional supervision, evaluating both teacher and learner performance. The research focuses on evaluating teachers' performance in instructional supervision conducted by school heads using the GIYA tool, specifically in terms of preparation for teaching and learning, availability of learning resources, delivery of instruction, and methods of assessment. Additionally, the study aims to correlate teachers' performance in instructional supervision with student outcomes. Conducted at Seguinon National High School in Albuera, Leyte, the study involves 1 school head, forty-five (45) teachers, and 200 students for the School Year 2023-2024, chosen through complete enumeration. The GIYA tool assesses teachers across four instructional supervision areas with observable indicators, including teaching preparation, resource availability, instructional delivery, and assessment practices. Furthermore, formative assessment results gathered during instructional supervision sessions were utilized to evaluate student performance.

**Sampling.** The respondents of this study were comprised of 1 school head, forty-five (45) teachers, and 200 students enrolled in the locale for School Year 2023-2024. Complete enumeration was employed in selecting the study participants.

**Research Procedure.** After receiving approval for the research, the process of data collection commenced systematically. Formal letters requesting permission to conduct the study were meticulously prepared and submitted to the appropriate authorities. Initially, the research team sought approval from the Schools Division Superintendent, followed by permission requests sent to the Public Schools District Supervisor and the School Principal of the designated institution. Upon securing all necessary approvals, the researcher proceeded with conducting comprehensive orientations for all participants involved in the study. During these orientations, detailed explanations of the study's objectives were provided, and formal consent was obtained from each participant through signed permits. The core of the data collection process involved utilizing the Guide for Instructions Yielding Archetypal (GIYA) tools to observe and assess the performance of teacher-respondents. Concurrently, formative tests were administered to the learners, and their performance outcomes were meticulously recorded for further analysis. Throughout this phase, strict adherence to data

privacy and ethical guidelines was emphasized to ensure the confidentiality and integrity of the gathered information. Following the completion of data collection, all gathered data from the GIYA tools and learner assessments underwent thorough verification, recording, and organization in preparation for subsequent statistical analyses. This meticulous approach aimed to facilitate a comprehensive understanding of the effectiveness of instructional supervision practices and their impact on both teacher and learner performance within the study context.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** The quantitative responses were tallied and tabulated, employing statistical tools for analysis. The Simple Percentage was utilized to assess both the teachers' performances evaluated through GIYA tools and the learners' results on the formative test. Additionally, Pearson's correlation coefficient ( $r$ ) was applied to ascertain any significant relationships between the dependent and independent variables.

### III. RESULTS AND DISCUSSION

**TABLE 1**

**PERFORMANCE OF TEACHERS IN TERMS OF PREPARATION**

	<b>Preparation and Planning</b>	<b>Observed</b>	<b>Percentage</b>
1	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures	42	98
2	Maintain learning environments that promote fairness, respect, and care to encourage learning	43	100
3	Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	42	98
4	Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	43	100
5	Checks learners' outputs from the previous lesson	43	100
6	Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	43	100
7	Sets class's rules and maintains discipline and order in the classroom	43	100



8	Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	43	100
9	Prepares a teaching-learning delivery plan (i.e. Daily Lesson Log/Plan, Weekly Learning Plan, or its equivalent/alternative) with aligned objectives, LRs, teaching-learning delivery, and assessments	43	100
<b>AVERAGE</b>		<b>42.78</b>	<b>99.49</b>

**Legend:**

<i>PERCENTAGE</i>	<i>EQUIVALENT</i>
91 – 100	<i>Very High</i>
81 – 90	<i>High</i>
71 – 80	<i>Low</i>
61 - 70	<i>Very Low</i>
60 below	<i>Not Observed</i>

Table 1 presents a comprehensive evaluation of teachers' performance in terms of preparation, covering various essential aspects crucial for effective classroom management and instructional delivery. The data reveals a high degree of adherence to best practices in educational settings, emphasizing the creation of supportive and engaging learning environments. Teachers were particularly successful in implementing policies and procedures that enhance safety and security within their classrooms, scoring exceptionally well with 98% and above in criteria related to maintaining learning environments that promote fairness, respect, and care. This indicates a strong commitment to fostering positive relationships and a conducive atmosphere for learning. Additionally, teachers demonstrated proficiency in managing learner behavior constructively through the application of positive discipline methods, ensuring a focused and disciplined classroom environment. They were also diligent in planning and implementing developmentally appropriate teaching and learning processes aligned with curriculum standards. This included preparing detailed teaching-learning plans, such as Daily Lesson Logs or Weekly Learning Plans, that effectively integrated learning objectives, resources, instructional strategies, and assessments. The data further highlights teachers' consistent efforts to monitor student progress and adapt teaching strategies to meet diverse learning needs. Their average score of 99.49% across all evaluated criteria reflects a high level of competence and dedication to professional excellence in educational practice. These findings underscore the critical role of effective preparation in enhancing student engagement, motivation, and overall learning outcomes within educational settings.

**TABLE 2**

**PERFORMANCE OF TEACHERS IN TERMS OF LEARNING RESOURCES**

	<b>Learning Resources</b>	<b>Observed</b>	<b>Percentage</b>
1	Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	40	93

2	Organizes learning resources (for the present, past, and future lessons) in the classroom	39	91
3	Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals	42	98
4	Arranges the needed learning resources (such as SLM/LAS, audio-video materials, and other instructional materials) for use in class	43	100
5	Facilitates the learner's use of and engagement with the learning resources in class	43	100
	<b>AVERAGE</b>	<b>41.40</b>	<b>96.80</b>

**Legend:**

<i>PERCENTAGE</i>	<i>EQUIVALENT</i>
91 – 100	<i>Very High</i>
81 – 90	<i>High</i>
71 – 80	<i>Low</i>
61 - 70	<i>Very Low</i>
60 below	<i>Not Observed</i>

Table 2 provides a detailed assessment of teachers' performance concerning learning resources, highlighting their proficiency in various essential aspects crucial for effective classroom management and instructional delivery. The data illustrates high levels of compliance with best practices in educational settings, focusing on the effective utilization and organization of learning tools to enhance student engagement and learning outcomes. Teachers demonstrated strong capabilities in managing classroom structures to facilitate meaningful exploration and hands-on activities, achieving a commendable 93% adherence to this criterion. They also excelled in organizing learning resources across different lessons, ensuring accessibility and relevance for ongoing educational activities, with a notable 91% compliance rate. Moreover, the data underscores teachers' adeptness in selecting, developing, and utilizing diverse teaching and learning resources, including ICT tools, to effectively meet learning objectives. This aspect garnered an impressive 98% compliance score, indicating robust integration of technology and varied instructional materials into their teaching practices. Furthermore, teachers consistently arranged and facilitated access to necessary learning resources such as SLM/LAS and audio-visual materials, achieving perfect scores of 100% in both criteria. This meticulous approach ensures that students have ample opportunities to interact with and benefit from a wide range of educational materials within the classroom environment. Overall, with an average score of 96.80%, teachers exhibited a high level of competence and commitment to optimizing learning experiences through well-managed and resource-rich educational environments. These findings underscore the pivotal role of effective learning resource management in fostering student engagement, learning effectiveness, and overall educational success.

**TABLE 3**
**PERFORMANCE OF TEACHERS IN TERMS OF LEARNING DELIVERY**

	<b>Learning Delivery</b>	<b>Observed</b>	<b>Percentage</b>
1	Apply knowledge of content within and across curriculum teaching areas	43	100
2	Integrates appropriately positive values	43	100
3	Ensure the positive use of ICT to facilitate the teaching and learning process	43	100
4	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	43	100
5	Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	40	93
6	Gives supplementary examples and applications when needed	43	100
7	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	43	100
8	Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	43	100
8	Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	43	100
9	Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic, and religious backgrounds	43	100
10	Teaches subject matter, problem solving, and critical thinking skills through contextualized and meaningful learning activities	43	100
11	Design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents	43	100
12	Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices	43	100
13	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups	43	100
	<b>AVERAGE</b>	<b>42.77</b>	<b>99.46</b>

**Legend:**

<i>PERCENTAGE</i>	<i>EQUIVALENT</i>
91 – 100	<i>Very High</i>
81 – 90	<i>High</i>
71 – 80	<i>Low</i>
61 - 70	<i>Very Low</i>
60 below	<i>Not Observed</i>

Table 3 presents a detailed assessment of teachers' performance in learning delivery, highlighting their proficiency across a broad spectrum of instructional competencies essential for effective teaching and student engagement. Teachers excelled in applying their content knowledge across diverse curriculum areas, achieving a perfect score of 100% in ensuring comprehensive coverage and integration of subject matter. This reflects their commitment to delivering curriculum-aligned instruction that meets educational standards and learning objectives. Moreover, teachers effectively integrated positive values into their teaching practices, fostering a nurturing classroom environment conducive to character development. They demonstrated adeptness in utilizing ICT tools to enhance the teaching-learning process, earning another perfect score of 100%, indicating their proficiency in leveraging technology for enriched educational experiences. Furthermore, teachers utilized a variety of teaching strategies to cultivate critical and creative thinking skills among students, achieving high scores across all indicators. Their ability to provide supplementary examples and applications, when necessary, further enriched the learning experience, ensuring clarity and depth in understanding. Additionally, teachers exhibited proficient use of language—Mother Tongue, Filipino, and English—to facilitate effective communication and engagement in the classroom. Their skillful use of differentiated and developmentally appropriate learning experiences underscored their dedication to addressing diverse learner needs and promoting inclusive educational practices. The data also highlighted teachers' commitment to creating learner-centered classrooms that respect students' linguistic, cultural, socio-economic, and special educational backgrounds. They demonstrated adaptability in designing and implementing culturally appropriate teaching strategies, achieving outstanding scores in addressing the needs of learners from indigenous groups and those with disabilities or special educational needs. With an average score of 99.46%, teachers' performance in learning delivery underscored their pivotal role in fostering an inclusive, supportive, and engaging learning environment conducive to student success and holistic development. These findings reinforce their effectiveness in implementing effective pedagogical practices that cater to diverse student populations and promote educational equity and excellence.

**TABLE 4**
**PERFORMANCE OF TEACHERS IN TERMS OF LEARNING ASSESSMENT**

	<b>Learning Assessment</b>	<b>Observed</b>	<b>Percentage</b>
1	Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements	43	93
2	Ensures alignment of the learning assessment to the MELC, objectives, and learning activities	41	95
3	Asks questions (especially HOTS) to elicit desired responses	43	100



4	Involves and guides learners in assessing their own learning (includes crafting of rubrics, if needed)	43	100
5	Involves and guides learners in assessing their own learning	39	91
6	Use strategies for providing timely, accurate, and constructive feedback to improve learner performance	43	100
<b>AVERAGE</b>		<b>42.00</b>	<b>98</b>

**Legend:**

<b>PERCENTAGE</b>	<b>EQUIVALENT</b>
91 – 100	<i>Very High</i>
81 – 90	<i>High</i>
71 – 80	<i>Low</i>
61 - 70	<i>Very Low</i>
60 below	<i>Not Observed</i>

Table 4 outlines the performance of teachers in terms of learning assessment, highlighting their proficiency in various assessment strategies and practices. Teachers consistently demonstrated high levels of competence in designing, selecting, organizing, and utilizing diagnostic, formative, and summative assessment strategies aligned with curriculum requirements. This is evidenced by the high observation rates across all indicators, with an average percentage of 98, categorizing their performance as "Very High" according to the provided scale. The alignment of learning assessments to Most Essential Learning Competencies (MELC), objectives, and learning activities was also effectively ensured, achieving a strong percentage of 95. This practice supports targeted and meaningful assessment practices that enhance student learning and achievement. Furthermore, teachers effectively engaged learners in assessing their own learning processes, including the crafting of rubrics when necessary. This participatory approach garnered high observation rates, with a notable average percentage of 98, reinforcing teachers' commitment to fostering student autonomy and reflective learning practices. Overall, the average performance across all assessed areas in learning assessment stands at 98%, positioning teachers in the "Very High" category. This underscores their adeptness in providing timely and constructive feedback to enhance learner performance, thereby promoting continuous improvement and academic success among students. The table's data reflects the dedication of teachers in implementing rigorous assessment practices that are integral to facilitating effective teaching and learning processes, ultimately contributing to positive educational outcomes.

**TABLE 5**

**PERFORMANCE OF LEARNERS**

<b>Grade Level</b>	<b>Mean Score</b>	<b>MPS</b>
7	8.23	82
8	8.06	81
9	8.00	80
10	8.23	82
<b>Average</b>	<b>8.13</b>	<b>81</b>

Table 5 provides a comprehensive overview of learners' performance across different grade levels, showcasing their academic achievements in terms of mean scores and Mastery Performance Standard (MPS). Learners in Grade 7 and Grade 10 demonstrated consistently high performance with mean scores of 8.23, corresponding to an MPS of 82, indicating a strong grasp of the curriculum and meeting high academic standards. This performance places them in the "High" category, reflecting their excellent academic achievement. Similarly, students in Grade 8 and Grade 9 attained commendable mean scores of 8.06 and 8.00, respectively, translating to MPS of 81 and 80, placing them also in the "High" and "Low" categories, respectively. These scores indicate a solid understanding of the subjects taught and a proficient application of learned skills and knowledge. Overall, the average mean score across all grade levels stands at 8.13, with an average MPS of 81. This collective achievement places the learners in the "High" category, demonstrating their overall strong academic performance and commitment to learning. The table's data underscores the effectiveness of instructional strategies and the supportive learning environment fostered by educators, contributing to the academic success and mastery of educational outcomes among students across different grade levels.

**TABLE 6**

**TEST OF RELATIONSHIP**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>Preparation vs Performance of Learners</b>	0.61	3.662	3.422	Reject Ho	Significant Relationship
<b>Learning Resources vs Performance of Learners</b>	0.68	4.121	3.422	Reject Ho	Significant Relationship
<b>Learning Delivery vs Performance of Learners</b>	0.65	3.821	3.422	Reject Ho	Significant Relationship
<b>Learning Assessments vs Performance of Learners</b>	0.61	3.662	3.422	Reject Ho	Significant Relationship

The correlation analysis presented in Table 5 demonstrates strong positive relationships between key teaching variables and the performance of learners. Firstly, effective teacher preparation, as measured by various indicators, shows a significant correlation ( $r = 0.61$ ) with learner performance, indicating that well-prepared educators positively influence student outcomes. Secondly, the availability and proper use of learning resources exhibit an even stronger correlation ( $r = 0.68$ ), suggesting that adequately equipped classrooms and instructional materials contribute significantly to improved learner achievement. Thirdly, the implementation of effective learning delivery strategies correlates positively ( $r = 0.65$ ) with learner performance, underscoring the importance of engaging teaching methods in promoting student success. Lastly, the quality of learning assessments also shows a positive correlation ( $r = 0.61$ ) with learner performance, highlighting the role of well-designed assessments in enhancing educational outcomes. In all cases, the computed correlation values exceed the critical table values at a .05 significance level, leading to the rejection of the null hypothesis and confirming these relationships as statistically significant. These findings emphasize the critical impact of teacher preparation, learning resources, delivery strategies, and assessment quality on student learning outcomes within educational settings.

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#### IV. CONCLUSION

The correlation analysis presented underscores significant positive relationships between key teaching variables and learner performance. Effective teacher preparation emerges as a critical factor influencing student outcomes, highlighting the pivotal role of well-prepared educators. Additionally, the presence and appropriate use of learning resources demonstrate a robust correlation with improved student achievement, emphasizing the impact of well-equipped classrooms and instructional materials. Moreover, engaging teaching methods in learning delivery positively correlate with learner performance, underscoring the importance of dynamic instructional strategies. Furthermore, the quality of learning assessments shows a positive association with student outcomes, emphasizing the role of well-structured assessment practices in fostering educational success. These findings affirm the importance of teacher preparation, learning resources, delivery strategies, and assessment quality in shaping student learning outcomes. By recognizing and enhancing these aspects of educational practice, institutions can effectively support student success and foster a conducive learning environment.

#### V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated.
2. GIYA tools when used in monitoring teachers' instructional performance is effective to improve students' performance, hence, instructional supervisors are required to utilize the tool to make every teaching-learning delivery a success.
3. Instructional supervisors must religiously abide by the indicators provided in the tool and technical assistance must be provided after the delivery of the lesson of the teachers.
4. Instructional supervisors must be transparent in providing feedback to the teachers based on the result of the instructional supervision conducted.
5. Instructional supervisors must be equipped with the knowledge, skills and expertise in conducting instructional supervision utilizing the GIYA tools.
6. Instructional supervisors must be fair enough in rating the teachers' performance to avoid chaos in the school.
7. Instructional supervisor must adhere to the guidelines in utilizing the GIYA tools in the teaching-learning process conducted, and
8. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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