

**COMPETENCIES OF INSTRUCTIONAL SUPERVISORS OF
AL MA'ARIFA INTERNATIONAL SCHOOL AS
PREDICTOR OF TEACHER COMMITMENT**

A Thesis presented to the Faculty of the Graduate School

Rizal Technological University

Mandaluyong City

In Partial Fulfilment of the Requirements for the Degree

Master of Arts in Educational Management

by

Oliver Lemuel F. Chua

August 2015

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ABSTRACT

The study outlines the importance of instructional supervision in the teacher's performance in relation to their commitment. In times when instructional supervision is taken for granted and is just used as an item in fulfilling one's role and responsibilities, this study focused on its effect on teachers' commitment in the institution, Al Ma'arifa International School, Sharjah, United Arab Emirates.

The study aimed to assist the school in enhancing its current approach to instructional supervision so that instructional supervisors are well oriented with what is expected of their post. The research showed that to validate if sound educational leadership practices has an effect on teachers' loyalty based on the following attributes: (i) instructional leadership; (ii) organizational leadership; (iii) administration and management; (iv) professional relations; (v) fulfilment of professional responsibilities; and (vi) support for student life. Instructional supervision has a domino effect on the individual implementing it that is carried on to the teachers and then to the learners. Teachers' loyalty was measured by determining how committed they were to the various activities and programs aligned with the school's guiding statements.

Key points that need attention have been identified in the study. Items relating to instructional supervision that should be maintained, enhanced, or

improved have been explained in detail in the previous chapter. This intends to improve the supervisory practices of those who fall within the scope of work of instructional leadership.

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Al Ma'arifa International School is an affiliated institution of the New England Association of Schools and Colleges (NEASC). It was founded in 1986 with a student population of approximately 4,700, the majority of whom are in the lower primary (Kindergarten 1 to Grade 4). It is a K to 12 institution catering to various nationalities.

There is an increase in the school's population every year. In the current school year there has been a rise in the Grade 1 and 2 level by four sections in each level. That is approximately 200 students in just two year levels.

Al Ma'arifa International Private School is an institution that offers a variety of curricular programs that students may wish to choose from. The school started operation in 1986. It is run by a School Director who has been appointed by the Board of Trustees. Currently it has a population of 5,200 students from K to 12. In the lower primary section, the students sum up to half of the school's entire student population.

Based on the school's guiding statements, it aims to provide an adequate program that would cater to the learner's holistic growth. In order to meet this, the school states through its objectives that teachers should be groomed through a proper training and development program.

In the past years, the school's instructional supervision program has been done just to meet requirements of accreditation and job expectations. Due to the reasons stated in this introduction, it would be sound to make an investigation if the current practice related to the instructional supervision program is actually more than what is required. It is needed so that the researcher may be able to determine if what the instructional supervisors do is beneficial to the teacher's professional development as well.

If teachers are not guided effectively, then their potentials are at stake. Teachers' potentials determine the kind of contribution that they can give a school setting. If they are not properly guided, then situations might lead to discontinued service to the institution. This study determined if instructional supervision practices affects the teachers' commitment to the institution. It is a belief that teachers who are guided can perform more efficiently. The school has an existing professional development program for its teachers. Instructional supervisors play an important role in making

this professional development program a reality. Instructional supervisors would be made responsible for the development of their subordinate teachers.

The study tried to see which of the different factors attributed to their performance hinders the productivity of their performance, thereby having an effect on how they conduct their professional affairs with their subordinates. At the same time it will also seek how the level of competencies of instructional supervisors affect the commitment of the teachers in terms of their involvement to the school's program.

Conceptual Framework

The study looked into the six different attributes of school leadership in term of instructional leadership, organizational leadership, administration and management, professional relations, fulfillment of professional responsibilities and support for student life.

Each area is clearly defined with its own characteristics that can be observed within the boundaries of the scope of work of instructional supervisors.

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APRIL 2021

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