



THE ROLE OF INSTRUCTIONAL SUPERVISION IN ENHANCING TEACHERS' PEDAGOGICAL PRACTICES AND PERFORMANCE OF STUDENTS IN SOCIAL STUDIES

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ABSTRACT

This study determines the significant relationship between the role of instructional supervision in enhancing teachers' pedagogical practices and performance of students in social studies at Sta. Rosa National High School, Matag-ob District, Leyte Division. Employing descriptive-correlational research design, and the two (2) teachers, one (1) school head and one hundred eleven (111) students were involved in the study. This study utilizes three different surveys to measure the variables of the study-role of instructional supervision, extent of teachers' pedagogical practices and performance of students in social studies. Part I of the research instrument is adapted and modified from the study of Alkrdem & Mofareh (2015). Part 2 of the survey is a questionnaire which describes the extent of teachers' pedagogical practices in terms of plan instruction, knowledge of the subject matter and learners' engagement. The survey was used by Godes & Dioso (2024) in their study on "School Head's Instructional Practices and the Performance of the Teachers: A Correlational Study". Finally, to measure the level of performance of students in social studies, the researcher gathered the

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grade point average of the learners in social studies for Quarter 3. The findings of the study reveal that instructional supervisory practices of school heads significantly influence teachers' pedagogical practices in Social Studies, particularly in instructional planning, subject matter knowledge, and learner engagement. Furthermore, teachers' pedagogical practices significantly affect students' academic performance in Quarter 3. These results indicate that effective instructional supervision serves as a foundational mechanism for strengthening teaching quality, which in turn enhances student achievement. Thus, reinforcing instructional leadership roles of school heads is essential in promoting sustained pedagogical improvement and improved academic outcomes.

Keywords: *Role, Instructional Supervision, teachers' Pedagogical Practices, Performance, Students, Social Studies*

INTRODUCTION

Effective teaching in Social Science (Social Studies/ Araling Panlipunan) requires not only strong content knowledge but also purposeful pedagogical practices: lesson design that connects concepts to learners' contexts, use of inquiry and discussion, formative assessment, and strategies that promote civic thinking and historical reasoning. Recent classroom studies of Social Studies instruction emphasize that teacher beliefs, instructional choices, and context-sensitive pedagogies strongly shape learners' outcomes in the subject.

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Instructional supervision plays a crucial role in enhancing teaching effectiveness and student learning. Shaked and Benoliel (2020) assert that adequate supervision improves instructional quality and fosters a supportive learning atmosphere. Francisco and Celon (2020) noted that instructional practices are methods, approaches, strategies, and techniques to organize the classroom environment, establish guidelines, and maintain student engagement to achieve the desired educational outcomes that guide effective teaching. The teachers encourage students to explore and analyze social concepts that reflect the complexities of human experiences by employing various practices in teaching social studies.

Instructional supervision — especially when enacted as clinical or formative supervision (pre-conference, classroom observation, post-conference; coaching; and data-informed feedback) — is designed to develop those exact pedagogical skills. Contemporary evidence from both empirical studies and local program evaluations shows that well-implemented instructional supervision improves teachers’ instructional planning, classroom practices, and use of assessment-for-learning, which in turn supports improved student engagement and achievement. Clinical-supervision models and teacher coaching are repeatedly identified as high-leverage approaches for translating professional development into classroom change.

However, the effectiveness of supervision depends heavily on quality, frequency, and alignment to teachers’ needs. Systematic reviews and recent evaluations of professional development and supervisory programs highlight that generic, one-off observations produce little change; sustained, collaborative, and contextually targeted instructional supervision is what drives measurable improvements in pedagogy. Local studies across Philippine school

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divisions and comparable contexts have reported that when school heads and master teachers use clinical supervision, mentoring, and instructional coaching, teachers report higher efficacy, adopt more learner-centered and strategy-based practices, and show improved classroom performance—yet gaps remain in how supervision is operationalized specifically for Social Science pedagogy.

Given the centrality of guided, practice-focused supervision for professional growth and the unique demands of Social Science teaching (e.g., fostering critical thinking, connecting historical/social content to learners’ lives), there is a clear need for research that examines *how* instructional supervision influences Social Science teachers’ pedagogical practices in real classrooms. This study aims to fill that gap by investigating the forms of instructional supervision being used, the specific pedagogical practices in Social Science that change as a result, and the conditions (frequency, coaching style, tools, and administrative support) that moderate those effects. The findings will provide evidence to school leaders and policy makers about which supervisory strategies most effectively translate into improved Social Science instruction and student learning.

Instructional supervision refers to the practices and processes employed by educational leaders to improve teaching and learning (Balaca, 2023). It encompasses activities such as classroom observations, feedback sessions, professional development workshops, and collaborative planning. The primary objective is to enhance instructional quality and teacher effectiveness (Anabo, 2024; Göker & Göker, 2023) to provide 21st century learners with mastered and excellent performance.

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Instructional supervision is a core aspect of effective school leadership with an intentional focus and demonstrated impact on continuous improvement in quality teaching and learning (Education Improvement Research Centre, 2022). At present, the world of supervision in the department of education has evolved as school heads and master teachers play an important and crucial role in instructional supervision as they assist teachers in improving their teaching and learning through the conduct of instructional supervision. They perform quarterly classroom observations, prepare a supervisory plan, give dialogue and discussion through pre- and post- conferences on instructional practices, rate teachers performance, conduct and facilitate trainings, seminars, and workshops, and motivate teachers to attain peak performance and practices (DepEd Memorandum No. 8, s. 2023) to improve learners' academic performance.

Moreover, teachers, as one of the key factors in the education system, play essential roles in the teaching and learning process; their efficacy in instruction must be supported and strengthened through constant supervision. The quality of education they provide partially depends on how they are trained and supervised. Moreover, a study revealed that supervision could enhance classroom performance by strengthening and enhancing teachers' performance (Kholid, I., & Rohmatika, RV., 2019). Hence, it is important to conduct regular instructional supervision activities for this will help improve the performance of teachers to improve the learning outcomes of the students. And it is in this premise that this study was conducted to determine the role of instructional supervision in enhancing teachers' pedagogical practices

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and performance of learners in social studies. A proposed instructional supervision plan was formulated based on the findings of the study.

This study determines the significant relationship between the role of instructional supervision in enhancing teachers' pedagogical practices and performance of students in social studies in Sta. Rosa National High School, Matag-ob District, Leyte Division. The findings of the study were basis for the proposed improvement plan.

Further, it seeks to answer the following sub-problems:

1. What is the extent of the role of instructional supervision of school head in terms of the following:
 - 1.1 resource provider,
 - 1.2 instructional specialist,
 - 1.3 curriculum specialist,
 - 1.4 learning facilitator, and
 - 1.5 school leader?
2. What is the extent of teachers' pedagogical practices in social studies in terms of the following:
 - 2.1 plan instruction
 - 2.2 knowledge of the subject matter, and
 - 2.3 learner's engagement?
3. What is the level of performance of students in social studies?

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4. Is there a significant relationship between the extent of roles of instructional supervision of school head and level of performance of students in social studies?
 5. Is there a significant relationship between the extent of teachers' pedagogical practices and level of performance of students in social studies?
 6. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study employs descriptive-correlational research design to determine the significant relationship between the role of instructional supervision in enhancing teachers' pedagogical practices and level of performance of students in social studies. This study is descriptive because it describes the variables-role of instructional supervision in terms of as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader, extent of teachers' pedagogical practices in terms of plan instruction, knowledge of the subject matter and learners' engagement and level of performance of learners in social studies. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This was conducted in Sta. Rosa National High School, Matag-ob District, Leyte Division. There are two (2) teachers, one (1) school head and one hundred eleven (111) students involved in the study. This study utilizes three different surveys to measure the variables of the study-role of instructional supervision, extent of teachers' pedagogical practices and performance of students in social studies. Part I of the research

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Sampling. The two (2) teachers, one (1) school head and one hundred eleven (111) students were involved in the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. The researcher conducted an orientation to the respondents together with the parents of the learner-respondents. During the orientation, respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency,

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highlighting participants' views without bias or alterations. Further, a permit from the respondents were asked which stipulates their consent to be included in the study. After the orientation, survey questionnaires were distributed to the respondents. The respondents were given ample time to complete the survey. After accomplishing the survey and gathering the grades of the students in social studies for quarter 3, the data were collected, tallied, and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to evaluate the role of instructional supervision, extent of teachers' pedagogical practices and level of performance of students in social studies. Pearson r was used to determine the significant relationship between the dependent and independent variables.

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RESULTS AND DISCUSSION

Table 1

School Heads' Instructional Supervisory Practices

No.	Indicator	Weighted Mean	Description	Interpretation
Resource Provider				
1	Demonstrates effective use of time and resources	4.00	Moderately Observed	High
2	Plans, organizes, schedules, and prioritizes work	4.33	Strongly Observed	Very High
3	Delegates work appropriately	5.00	Strongly Observed	Very High
4	Assigns staff according to strengths	4.33	Strongly Observed	Very High
5	Establishes ongoing planning processes	4.33	Strongly Observed	Very High
6	Creates a positive climate and nurtures creative change	4.33	Strongly Observed	Very High
7	Demonstrates ability to motivate teachers	4.33	Strongly Observed	Very High
8	Knows teachers' strengths regarding instructional resources	4.00	Moderately Observed	High
Instructional Specialist				
9	Evaluates and reinforces instructional strategies	4.00	Moderately Observed	High
10	Uses knowledge and skill in effective instructional strategies	5.00	Strongly Observed	Very High
11	Supervises teachers to improve instruction	4.33	Strongly Observed	Very High
12	Provides continuity evidence between clinical supervision observations	3.67	Moderately Observed	High
13	Develops interventions for strengths and weaknesses	3.67	Moderately Observed	High

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14	Conducts conferences effectively with teachers	3.67	Moderately Observed	High
15	Monitors performance	4.33	Strongly Observed	Very High
16	Understands importance of student learning objectives	4.33	Strongly Observed	Very High
Curriculum Specialist				
17	Focuses on curriculum improvement and staff development	4.33	Strongly Observed	Very High
18	Displays mastery in curriculum planning and implementation	3.67	Moderately Observed	High
19	Guides teachers in delivering accurate content knowledge	4.00	Moderately Observed	High
20	Helps teachers utilize technology & instructional materials	4.33	Strongly Observed	Very High
21	Assists in aligning lesson objectives and teaching methods	4.00	Moderately Observed	High
22	Develops and organizes in-service training programs	3.67	Moderately Observed	High
23	Develops and uses a variety of assessment strategies	4.00	Moderately Observed	High
24	Creates and utilizes instructional planning	4.00	Moderately Observed	High
Learning Facilitator				
25	Monitors teachers to determine effective instruction	4.33	Strongly Observed	Very High
26	Engages teachers in mutual inquiry to improve instruction	5.00	Strongly Observed	Very High
27	Shares responsibility of instructional supervision	4.33	Strongly Observed	Very High
28	Intensifies instructional supervision	4.00	Moderately Observed	High
29	Provides teachers with adequate info about supervision	4.00	Moderately Observed	High
30	Reduces teachers' anxiety regarding supervisory practices	4.33	Strongly Observed	Very High

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31	Ensures all teachers receive supervisory feedback	4.33	Strongly Observed	Very High
32	Helps teachers identify appropriate teaching & learning processes	4.00	Moderately Observed	High
School Leader				
33	Places priority on curriculum and instruction issues	4.33	Strongly Observed	Very High
34	Creates a climate of high expectations and respect	4.33	Strongly Observed	Very High
35	Functions as leader with direct involvement in instructional policy	4.33	Strongly Observed	Very High
36	Demonstrates commitment to academic goals and vision	5.00	Strongly Observed	Very High
37	Monitors student progress and teacher effectiveness	4.33	Strongly Observed	Very High
38	Consults with faculty and other groups in school decisions	5.00	Strongly Observed	Very High
39	Mobilizes resources to achieve academic goals	4.33	Strongly Observed	Very High
40	Works cooperatively with staff and community to develop goals	4.33	Strongly Observed	Very High
Overall Weighted Mean		4.36	Strongly Observed	Very High

Legend (5-Point Likert Scale):

Ranges

Interpretation

4.21 – 5.00

Highly Observed (Very High)

3.26 – 4.20

Moderately Observed (High)

2.51 – 3.25

Fairly Observed (Moderate)

1.76 – 2.50

Less Observed (Low)

1.00 – 1.75

Not Observed At All (Very Low)

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Table 1 presents the extent of the roles of instructional supervisory practices of school head as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader. It was revealed on the table that the extent of the roles of instructional supervisory practices of school head as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader received an overall weighted mean of 4.36 (Very High). This means that the role of the school head in instructional supervision is strongly evident and consistently practiced. This suggests that teachers highly perceive their school head as effectively functioning in multiple supervisory capacities and practices-as a resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader. This implies that instructional supervision is not merely procedural or compliance-based, but is actively experienced by teachers as meaningful professional support. Further, this data shows active monitoring and mentoring of teaching strategies and classroom practices. These findings support the premise that strong supervisory leadership plays a vital role in improving instructional quality and potentially advancing learner performance in social studies. According to Cotton (2019), principals in effective schools are involved in instruction and work to provide resources that keep teachers focused on student achievement. They are knowledgeable about curriculum and instruction and promote teacher reflection about instruction and its effect on student achievement. As posited by Pitpit (2020), school principals need to provide instructional support to teachers in the classrooms when conducting classroom observations, which can improve their teaching practices. Furthermore, Amtu, Shalla, and Tallak, (2019) added that for school principals to influence teacher creativity effectively and eventually

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enhance instruction, they must perform their leadership roles consciously. Teachers need support from their principals by implementing professional leadership and management practices that are geared toward achievement.

Table 2

Teachers' Pedagogical Practices (Social Studies)

Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Plan Instruction	prepare lessons relevant and aligned to the prescribed curriculum	5.00	Very High
	formulate attainable learning objectives	4.33	Very High
	plan activities according to the pupil's abilities	5.00	Very High
	consider time available in planning	4.33	Very High
	develop long-range plans and daily lessons	5.00	Very High
	demonstrate flexibility in planning	4.33	Very High
	choose activities, materials, and resources appropriate for pupil's needs	4.33	Very High
	plan instruction based on formative and summative	5.00	Very High

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Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	assessment based on learners' interest		
Knowledge of the Subject Matter	teach accurate and up-to-date information	4.33	Very High
	coordinate learning content with instructional objectives	5.00	Very High
	use effective examples and illustrations	5.00	Very High
	present learning content in a logical sequential order	5.00	Very High
	express knowledge in lesson presentation and put ideas across logically	4.33	Very High
	demonstrate an understanding and take responsibility for promoting high standards of literacy	4.33	Very High
	establish an awareness of developments in the subject and curriculum areas	4.33	Very High
	foster and maintain students' interest in the subject	4.33	Very High
Students' Engagement	create a climate in which students display initiative and assume a personal responsibility for learning	5.00	Very High

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Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	provide opportunities for each student to meet success regularly	5.00	Very High
	use evaluative feedback to determine level of skill acquisition	5.00	Very High
	encourage active participation from all students	4.33	Very High
	use higher order questioning techniques to promote critical thinking skills	5.00	Very High
	make use of time for an effective learning with the students	5.00	Very High
	formulate methods of evaluation clear and purposeful to all learners	4.33	Very High
	build opportunities for conferences to discuss student progress	4.33	Very High
Overall Weighted Mean		4.63	Very High

Legend (5-Point Likert Scale):

- 4.21 – 5.00 = Very High (Strongly Observed / Highly Practiced)
- 3.26 – 4.20 = High (Moderately Observed / Practiced)
- 2.51 – 3.25 = Moderate (Fairly Observed / Sometimes Practiced)
- 1.76 – 2.50 = Low (Less Observed / Rarely Practiced)
- 1.00 – 1.75 = Very Low (Not Observed / Never Practiced)

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Table 2 presents the extent of teachers' pedagogical practices in social studies in terms of plan instruction, knowledge of the subject matter, and learners' engagement. It was revealed on the table that the extent of teachers' pedagogical practices in social studies in terms of plan instruction, knowledge of the subject matter, and learners' engagement received an overall weighted mean of 4.63 (Very High). This means that teachers' pedagogical practices in social studies are consistently demonstrated at an exemplary level. This indicates that instructional planning, mastery of the subject matter, and strategies that promote learner engagement are not only present but are strongly embedded in classroom practice. This implies that when school head effectively performs their supervisory roles, teachers' classroom practices are significantly strengthened, thereby creating favorable conditions for improved learners' performance. The strong pedagogical performance suggests that supervision mechanisms such as mentoring, feedback, classroom observations, and technical assistance are effectively translating into improved instructional preparations, delivery and engagement. Pitpit (2020) cited that instructional leadership is a condition where school leaders focus on instruction to improve student achievement. They need to perform effectively as an instructional leader. They need to know various instructional strategies which they can impart and suggest to teachers what they have observed with the end goal of improving learner's performance. Livingstone and Andala (2023) as cited by Okendu (2012), with participatory engagement between instructors and supervisors, instructional supervision is viewed as a process that improves the curriculum, the professional development of teachers, and the teaching methods used in the classroom.

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Table 3

Frequency and Percentage of Social Studies Grades

Grade Range	Description	Frequency	%
90 – 100	Outstanding (O)	46	41.82%
85 – 89	Very Satisfactory (VS)	46	41.82%
80 – 84	Satisfactory (S)	14	12.73%
75 – 79	Fairly Satisfactory (FS)	5	4.55%
Below 75	Did Not Meet Expectations (DNME)	0	0.00%
Total	—	111	100%
Average		88.76	Very Satisfactory

Table 3 presents the frequency and percentage of grades of the learners in social studies. It was shown on the table that among the 111 students, 46 (41.28%) got a rating of 90-100 (Outstanding) while another 46 (41.82%) received a rating of 85-89 (Very satisfactory). Further, there are also 14 (12.73%) out of 111 students received a rating of 80-84 (Satisfactory) and 5 (4.55%) has a rating of 75-79 (Fairly Satisfactory). It was also revealed on the table that the students in social studies received an average rating of 88.76 (Very Satisfactory). This means that none of the students failed in the subject for quarter instead majority of them were able to meet and to some extent, exceed the required learning competencies for the grading period. This implies that consistent mastery of concepts,

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satisfactory completion of performance tasks and effective responses to formative and summative assessments reflects strong academic performance. These findings suggests that instructional processes during the 3rd quarter were effective and aligned with curriculum standards. When viewed alongside the very high ratings ins instructional supervision of school head and pedagogical practices of teachers, provides converging evidence that strong instructional leadership contributes to enhanced teaching quality and improved student outcomes. As supported by Toch (2019), instructional leadership of a school principal is a significant factor in facilitating, improving, and promoting the academic progress of students. This means school administrator should make time to get into the classrooms.

Table 4

Test of Relationship Between Variables

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Instructional Supervisory Practices (Table 1) and Teachers' Pedagogical Practices (Table 2)	0.89	8.31	0.361	Reject Ho	Significant Relationship (Strong Positive)
Teachers' Pedagogical Practices (Table 2) and Learners' Social Studies Grades (Table 3)	0.87	7.75	0.361	Reject Ho	Significant Relationship (Strong Positive)

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Table 4 presents the test of relationship between the extent of the roles of instructional supervisory practices of school head as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader and extent of teachers' pedagogical practices in social studies in terms of plan instruction, knowledge of the subject matter, and learners' engagement. It was revealed on the table that the extent of the roles of instructional supervisory practices of school head as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader and extent of teachers' pedagogical practices in social studies in terms of plan instruction, knowledge of the subject matter, and learners' engagement received a computed t of 8.31 which is greater than the table value of 0.361 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of the roles of instructional supervisory practices of school head as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader and extent of teachers' pedagogical practices in social studies in terms of plan instruction, knowledge of the subject matter, and learners' engagement. The Pearson r value of 0.89 suggests a strong positive correlation between the variables. This data indicates that effective instructional planning, content mastery, and learner engagement are pivotal determinants of student success. This underscores the importance of sustained professional development, supportive instructional supervision, and teacher preparation that focuses on high-quality pedagogy, which collectively enhance student achievement outcomes. Consistent with Darling-Hammond et al. (2025) and OECD (2024), this study underscores that teachers' pedagogical practices — particularly in planning, content knowledge, and engagement — are

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strongly associated with student achievement in Social Studies. Research by Wang and Eccles (2025) further supports that student engagement is a significant mediator of academic outcomes, reinforcing the importance of engagement-oriented teaching.

Further, this table also shows the test of relationship between the extent of teachers' pedagogical practices in social studies in terms of plan instruction, knowledge of the subject matter, and learners' engagement and academic performance of students in social studies in Quarter 3. It was revealed on the table that the extent of teachers' pedagogical practices in social studies in terms of plan instruction, knowledge of the subject matter, and learners' engagement and academic performance of students in social studies in Quarter 3 received a computed t of 7.75 which is higher than the table value of 0.361 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between extent of teachers' pedagogical practices in social studies in terms of plan instruction, knowledge of the subject matter, and learners' engagement and academic performance of students in social studies in Quarter 3. The Pearson r value of 0.87 revealed a strong positive correlation between the variables. This suggests that when teachers demonstrate strong pedagogical practices, students tend to achieve higher academic performance. This indicates that the quality of instruction—particularly careful lesson planning, strong subject matter mastery, and active learner engagement—plays a critical role in shaping student achievement outcomes. This finding reinforces evidence that teacher-provided support and engagement strategies significantly influence student motivation and learning success, highlighting the need for targeted professional development and instructional leadership approaches that

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strengthen pedagogical practices. Therefore, educational stakeholders should invest in continuous teacher training, coaching, and supervisory frameworks that enhance pedagogy as a mechanism for improving academic performance in Social Studies (Prananto et al., 2025).

CONCLUSION

The findings of the study reveal that instructional supervisory practices of school heads significantly influence teachers' pedagogical practices in Social Studies, particularly in instructional planning, subject matter knowledge, and learner engagement. Furthermore, teachers' pedagogical practices significantly affect students' academic performance in Quarter

These results indicate that effective instructional supervision serves as a foundational mechanism for strengthening teaching quality, which in turn enhances student achievement. Thus, reinforcing instructional leadership roles of school heads is essential in promoting sustained pedagogical improvement and improved academic outcomes.

RECOMMENDATIONS

1. Implement the proposed instructional supervisory plan prepared for this study.
2. School Head should conduct regular classroom observations focused on pedagogy.
3. School Head must provide constructive, content-specific feedback. School head must implement coaching and mentoring sessions.
4. School Head must facilitate collaborative lesson planning sessions.

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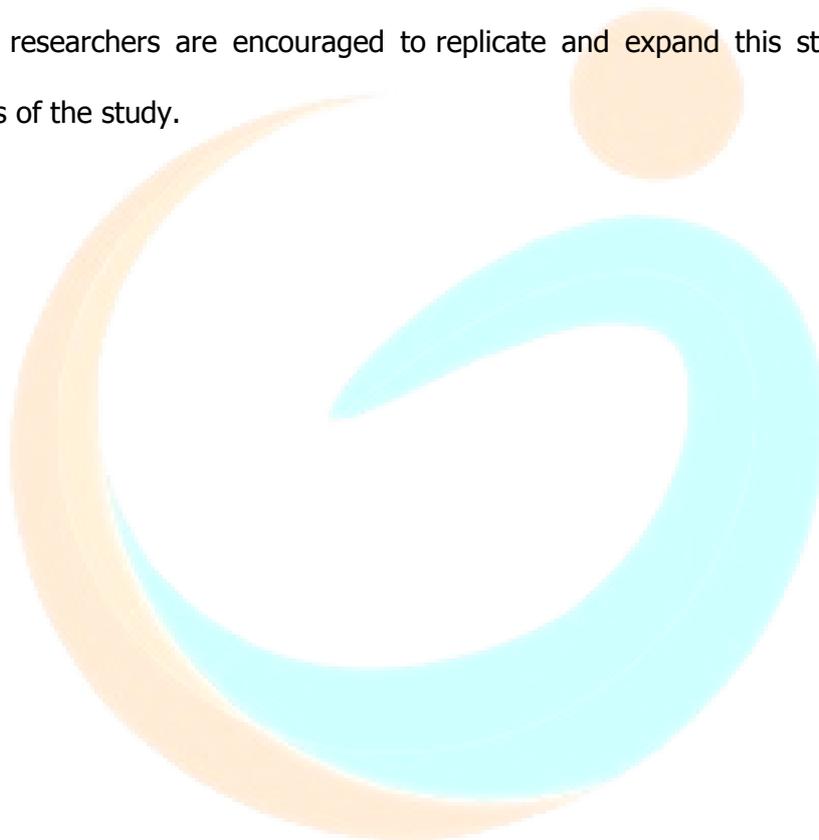
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5. School Head must organize subject-specific professional development and promote data-driven discussions on student performance.
 6. Teachers must engage in professional development focusing on strategic lesson planning, deepening social studies content knowledge and student-centered and inquiry-based learning approaches.
 7. Future researchers are encouraged to replicate and expand this study considering other variables of the study.



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AUTHOR'S PROFILE



MS. SYRAH GRACE SUELA

Syrah Grace Suela, born on March 14, 1992, in Jaro, Leyte, is a dedicated educator and passionate social worker. Her deep compassion for others and her belief in the transformative power of learning have guided her throughout her professional journey.

She began her early education at Jaro I Central School and completed her secondary studies at Granja Kalinawan National High School, where she first developed her love for teaching and helping others. Motivated by her desire to make a difference, she pursued a Bachelor of Science in Social Work and later became a Registered Social Worker, a milestone that opened the doors for her to serve under the Department of Social Welfare and Development (DSWD).

For six years, she worked as a Project Development Officer II under the Pantawid Pamilyang Pilipino Program (4Ps), a government initiative aimed at improving the lives of underprivileged families. Through her work, she facilitated family development sessions, livelihood training, and community support programs, all of which strengthened her empathy, leadership, and advocacy for social change.

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Her strong sense of service eventually led her back to the classroom, where she found her true calling as an educator. Syrah pursued supplemental education at Leyte Colleges, equipping herself with the knowledge and pedagogical skills needed for teaching. Her pursuit of academic excellence continued as she enrolled in Master of Arts in Education at Western Leyte College, further enhancing her expertise in school leadership and instruction.

Now with seven years of teaching experience, Syrah serves as a Grade 11 adviser and secondary school teacher at Sta. Rosa National High School in Matag-ob, Leyte. She is deeply admired for her kindness, integrity, and commitment to her students' holistic growth. Drawing from her dual background in social work and education, she integrates empathy and real-world values into her teaching, fostering a classroom environment that promotes learning, understanding, and mutual respect.

Beyond her teaching duties, she actively participates in school initiatives, community outreach projects, and professional development programs, embodying the spirit of lifelong learning and public service. Her journey from social work to education reflects her enduring belief that true progress begins with dedication, and the desire to empower others.

Through her work, Syrah continues to inspire her students, colleagues, and community, proving that the heart of teaching lies not only in imparting knowledge but also in shaping lives and nurturing hope for a brighter future.

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