



**INSTRUCTIONAL SUPERVISION OF SCHOOL HEADS AND TEACHERS'
INSTRUCTIONAL PRACTICES IN IMPROVING THE
READING COMPREHENSION DIFFICULTIES OF
ELEMENTARY LEARNERS**

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ABSTRACT

This study examined the relationship between instructional supervision of school heads, teachers' instructional practices in addressing reading comprehension difficulties, and elementary learners' reading comprehension performance. A descriptive-correlational research design was employed, using teacher-respondents' perceptions of instructional supervision and instructional practices, together with learners' reading comprehension performance. Data were analyzed using weighted mean and Pearson product-moment correlation. Findings revealed that the instructional supervision of school heads was implemented at a very high level, indicating strong support through classroom observation, feedback and coaching, professional development, monitoring, and resource provision. Teachers likewise demonstrated a very high level of instructional practices in addressing reading comprehension difficulties, particularly in assessment, explicit comprehension strategy instruction, differentiated instruction, intervention implementation, and progress monitoring. The performance of elementary learners in reading comprehension was very high.

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Furthermore, results revealed a very strong positive and significant relationship between instructional supervision and teachers' instructional practices, as well as between teachers' instructional practices and learners' reading comprehension performance. The study concludes that effective instructional supervision enhances teachers' instructional practices, which in turn contributes significantly to improved reading comprehension performance among elementary learners.

Keywords: *Instructional Supervision, School Heads, Teachers' Instructional Practices, Reading Comprehension Difficulties, Elementary Learners*

INTRODUCTION

Reading comprehension is widely recognized as one of the most essential literacy skills that learners must develop to achieve academic success. It involves the ability to understand, interpret, analyze, and construct meaning from written texts. As learners progress through grade levels, reading comprehension becomes increasingly important because it serves as the foundation for learning across all subject areas. Learners who experience difficulties in reading comprehension often struggle to understand instructional materials, complete academic tasks, and demonstrate satisfactory academic performance. Consequently, poor reading comprehension has become a significant concern among educators worldwide because it directly affects learners' literacy development and overall academic achievement.

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Recent studies emphasize that reading comprehension is not merely the ability to decode words but also involves higher-order cognitive processes such as making inferences, analyzing information, and connecting prior knowledge to new learning. Learners with weak comprehension skills frequently encounter difficulties in vocabulary development, critical thinking, and content-area learning. These challenges often result in lower academic performance and reduced motivation to engage in reading activities. Research conducted among elementary learners revealed that comprehension difficulties commonly occur in inferential understanding, vocabulary acquisition, and text interpretation, highlighting the need for effective instructional support and intervention programs.

The importance of reading comprehension has gained greater attention in recent years due to declining literacy performance reported in various national and international assessments. Studies indicate that instructional practices implemented by teachers significantly influence learners' reading outcomes. Effective classroom instruction, including explicit comprehension strategies, guided reading, questioning techniques, and differentiated instruction, contributes positively to learners' reading achievement. Furthermore, evidence from international educational research demonstrates that instructional practices are significantly associated with students' reading performance, emphasizing the critical role of teachers in addressing reading comprehension difficulties.

Teachers serve as frontline implementers of literacy instruction and intervention. Their practices in identifying struggling readers, providing targeted interventions, utilizing appropriate reading strategies, and monitoring learners' progress are crucial in improving

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reading comprehension. Recent research found that teachers who demonstrate strong instructional practices and effective teaching strategies are more successful in enhancing learners' reading comprehension skills. Likewise, teachers' knowledge of reading comprehension processes significantly influences the quality of literacy instruction delivered in the classroom.

Despite the implementation of various reading programs and literacy initiatives, many learners continue to experience difficulties in reading comprehension. Research suggests that improving teacher practices alone may not be sufficient unless accompanied by effective instructional supervision. Instructional supervision serves as a mechanism for supporting teachers through coaching, mentoring, classroom observation, feedback, and professional development. Through instructional supervision, school heads and instructional leaders help teachers improve instructional competencies, adopt evidence-based practices, and address learners' academic needs more effectively. Educational leadership literature consistently highlights instructional supervision as a critical factor in enhancing teacher performance and improving student learning outcomes. Effective supervision creates opportunities for reflective practice, collaborative learning, and continuous professional growth among teachers.

Recent educational reforms have increasingly emphasized the role of instructional leaders in strengthening literacy instruction. Studies have shown that interventions aligned with effective instructional support systems and evidence-based teaching practices significantly improve learners' reading comprehension performance. When teachers receive ongoing supervision and instructional guidance, they are more likely to implement effective

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reading strategies and interventions that address learners' comprehension difficulties. Such support enables teachers to identify reading challenges early, adapt instruction according to learners' needs, and foster literacy development among struggling readers.

In the Philippine educational context, reading comprehension remains a pressing concern. Various literacy assessments and school-based reading evaluations have revealed that many learners continue to perform below expected proficiency levels in reading comprehension. These challenges are particularly evident among learners from disadvantaged communities where limited literacy resources and learning opportunities exist. As schools strive to improve literacy outcomes, strengthening instructional supervision and enhancing teachers' classroom practices have become essential priorities. School leaders are expected to provide instructional support that empowers teachers to address reading difficulties effectively and improve learners' academic performance.

Given the crucial role of instructional supervision in improving teaching quality and the importance of teachers' practices in addressing reading comprehension difficulties, examining the relationship between these variables becomes highly relevant. Understanding how instructional supervision influences teachers' practices may provide valuable insights for school leaders, teachers, and policymakers in designing programs that strengthen literacy instruction. The findings of this study may contribute to the development of intervention programs, professional development initiatives, and supervisory strategies aimed at enhancing reading comprehension and promoting academic success among learners.

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Therefore, this study seeks to determine the relationship between instructional supervision and teachers' practices in addressing reading comprehension difficulties. Specifically, it aims to generate evidence that may guide school administrators and educational leaders in developing effective supervisory approaches that support teachers in improving learners' literacy outcomes and academic performance.

This study aims to determine the relationship between instructional supervision of school heads and teachers' practices in addressing reading comprehension difficulties of elementary learners in selected elementary schools of Baybay 5 District, Baybay City Division. The findings of the study were basis for the proposed enhancement plan.

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

1. What is the extent of instructional supervision of school heads as perceived by the teacher-respondents in terms of:
 - 1.1 Classroom observation;
 - 1.2 Feedback and coaching;
 - 1.3 Professional development support;
 - 1.4 Monitoring and follow-up; and
 - 1.5 Instructional resource support?
2. What is the level of teachers' instructional practices in improving reading comprehension difficulties in terms of:
 - 2.1 Assessment and Identification of Reading Difficulties;
 - 2.2 Explicit Teaching of Comprehension Strategies;

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- 2.3 Differentiated Reading Instruction;
 - 2.4 Reading Intervention Implementation; and
 - 2.5 Monitoring Learners' Progress?
3. What is the performance of elementary learners in reading comprehension?
 4. Is there a significant relationship between instructional supervision of school heads and teachers' instructional practices in improving reading comprehension difficulties?
 5. Is there a significant relationship between teachers' instructional practices in improving reading comprehension difficulties and performance of elementary learners?
 6. Based on the findings, what enhancement plan may be proposed to strengthen instructional supervision and teachers' practices in addressing reading comprehension difficulties?

METHODOLOGY

Design. This study employed descriptive-correlational research design to determine the relationship between the extent of instructional supervision of school head as perceived by the teacher-respondents in terms of classroom observation, feedback and coaching, professional development support, monitoring and follow-up and instructional resource support and level of teachers' practices in addressing reading comprehension difficulties in terms of assessment and identification of reading difficulties, explicit teaching of comprehension strategies, differentiated reading instruction, reading intervention implementation and monitoring learners' progress and performance of elementary learners in

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reading comprehension. This study is conducted in selected elementary schools of Baybay 5 District, Baybay City Division. The twenty-four (24) teachers and 50 selected elementary learners were involved in the study. Further, this study utilizes 2 different surveys to measure the variables of the study. Part 1 of the survey is taken from the study of Eugenio (2025) in their study, *"Instructional Supervision on Teaching Practices, Performance and Learning Outcomes"*. World Journal of Advanced Research and Reviews." While part 2 is taken from the study of Gamboa & Quicho (2025) in their study, *"Instructional Practices, Professional Qualities, and Teaching Strategies in Enhancing Reading Comprehension: A Correlational Analysis"*. Finally, to measure the performance of the elementary learners in reading, the researcher formulated reading test conducted to the identified learners. Simple percentage, weighted mean and Pearson r were the statistical tools used in the study.

Sampling. The twenty-four (24) teachers and 50 selected elementary learners enrolled in the mentioned locale were involved in the study. Complete enumeration was employed to identify the teacher-respondents but for the learner-respondents, purposive sampling was used.

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

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activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, the researcher distributed the survey to the teacher-respondents. They were given ample time to complete the survey. Moreover, the school heads conducted the reading test to the learners. After accomplishing the surveys and the reading test, it was collected, tallied, and submitted for statistical treatment.

Ethical Issues. Prior to data collection, the researcher obtained the necessary permissions and approvals from relevant authorities and conducted the study in accordance with established ethical standards. Participants were informed of the study's purpose, procedures, and significance, and informed consent was secured before participation. Confidentiality and anonymity were ensured by excluding personally identifiable information from all research records and reports. Participants were assured that their responses would be used solely for research purposes and would remain confidential. Throughout the study, the researcher maintained honesty, objectivity, and integrity in data collection, analysis, interpretation, and reporting. All sources were properly acknowledged in accordance with academic referencing standards. Research data and completed questionnaires were securely stored, with access restricted exclusively to the researcher to safeguard participant privacy and data confidentiality.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed evaluate the extent of instructional supervision of school head as perceived by the teacher-respondents in terms of classroom observation, feedback and coaching, professional

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development support, monitoring and follow-up and instructional resource support and level teachers' practices in addressing reading comprehension difficulties in terms of assessment and identification of reading difficulties, explicit teaching of comprehension strategies, differentiated reading instruction, reading intervention implementation and monitoring learners' progress and reading test results. Pearson r was used to determine the significant relationship between the independent (extent of instructional supervision) and dependent (teachers' practices in addressing reading comprehension difficulties) variables.

RESULTS AND DISCUSSION

Table 1

Extent of Instructional Supervision of School Heads

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Classroom Observation			
1	The school head regularly conducts classroom observations.	4.04	Agree (High)
2	Classroom observations focus on improving reading instruction.	4.29	Strongly Agree (Very High)
3	Observation results are discussed constructively with teachers.	4.58	Strongly Agree (Very High)
4	Reading comprehension instruction is included in classroom observation indicators.	4.38	Strongly Agree (Very High)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
5	The school head provides recommendations after observations.	4.42	Strongly Agree (Very High)
6	Follow-up observations are conducted to monitor improvements.	4.42	Strongly Agree (Very High)
B. Feedback and Coaching			
7	The school head provides timely feedback after observations.	4.58	Strongly Agree (Very High)
8	Feedback helps improve my reading instruction strategies.	4.67	Strongly Agree (Very High)
9	Coaching sessions focus on addressing learners' reading difficulties.	4.46	Strongly Agree (Very High)
10	Constructive suggestions are provided to improve teaching practices.	4.54	Strongly Agree (Very High)
11	Individual coaching is conducted when needed.	3.83	Agree (High)
12	Feedback encourages reflective teaching practices.	4.50	Strongly Agree (Very High)
C. Professional Development Support			
13	Reading-related trainings are provided regularly.	4.25	Agree (High)
14	The school head encourages participation in literacy programs.	4.50	Strongly Agree (Very High)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
15	Professional development activities address reading comprehension instruction.	4.42	Strongly Agree (Very High)
16	Learning Action Cell sessions focus on literacy improvement.	4.29	Strongly Agree (Very High)
17	Teachers are encouraged to share best practices in reading instruction.	4.58	Strongly Agree (Very High)
18	Professional development opportunities enhance my teaching competence.	4.63	Strongly Agree (Very High)

D. Monitoring and Follow-Up

19	The school head regularly monitors reading intervention activities.	4.54	Strongly Agree (Very High)
20	Follow-up discussions are conducted after training sessions.	4.42	Strongly Agree (Very High)
21	Teachers' implementation of reading strategies is monitored.	4.46	Strongly Agree (Very High)
22	Progress of struggling readers is reviewed regularly.	4.63	Strongly Agree (Very High)
23	Monitoring results are used to improve instruction.	4.63	Strongly Agree (Very High)
24	School leaders provide continuous support after supervision activities.	4.46	Strongly Agree (Very High)

E. Instructional Resource Support

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
25	Reading materials are provided to support instruction.	4.29	Strongly Agree (Very High)
26	Teachers are assisted in accessing literacy resources.	4.21	Agree (High)
27	The school head facilitates the procurement of reading materials.	3.71	Agree (High)
28	Digital resources for reading instruction are available.	4.08	Agree (High)
29	Intervention materials are provided for struggling readers.	4.42	Strongly Agree (Very High)
30	Resource support helps improve reading comprehension instruction.	4.38	Strongly Agree (Very High)
Overall Weighted Mean		4.39	Strongly Agree (Very High Implementation)

LEGEND:

RANGES

INTERPRETATION

4.26 – 5.00 Strongly Agree (Very High Implementation)

3.26 – 4.25 Agree (High Implementation)

2.51 – 3.25 Moderately Agree (Moderate Implementation)

1.76 – 2.50 Disagree (Low Implementation)

1.00 – 1.75 Strongly Disagree (Very Low Implementation)

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Table 1 Table 1 presents the extent of instructional supervision of school head as perceived by the teacher-respondents in terms of classroom observation, feedback and coaching, professional development support, monitoring and follow-up and instructional resource support. It was revealed that the extent of instructional supervision of school head as perceived by the teacher-respondents in terms of classroom observation, feedback and coaching, professional development support, monitoring and follow-up and instructional resource support obtained a weighted mean of 4.39, interpreted as Strongly Agree (Very High Implementation). This finding indicates that teachers perceived school heads as highly engaged in instructional supervision activities that support reading instruction and address learners' reading comprehension difficulties. Among the dimensions, Feedback and Coaching and Monitoring and Follow-Up received particularly high ratings, with several indicators obtaining weighted means above 4.50. The highest-rated item was *"Feedback helps improve my reading instruction strategies"* (WM = 4.67), suggesting that teachers value instructional feedback as a mechanism for improving classroom practices. The results imply that school heads actively implement supervisory functions through classroom observation, constructive feedback, professional development support, monitoring, and resource provision. The high ratings on post-observation discussions and timely feedback indicate that instructional supervision is viewed not merely as an evaluative process but as a developmental strategy aimed at enhancing teaching effectiveness. This finding aligns with the concept of instructional leadership, which emphasizes continuous support, coaching, and collaborative reflection to improve instructional quality and student outcomes. The findings are consistent with the study

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of Sumapal and Haramain (2023), which found that school heads' instructional supervision practices, particularly in teacher guidance, support, and performance assessment, positively contribute to educational improvement and teacher development. Similarly, Daigon and Alcopra (2024) reported that effective instructional supervision practices significantly enhance teachers' efficacy and instructional competence through observation, feedback, and mentoring. Furthermore, Gordon (2023) emphasized that successful instructional supervision positively influences teaching and learning when it is collegial, supportive, and focused on instructional improvement. Hence, the findings suggest that the respondents perceive instructional supervision as highly implemented and beneficial in strengthening teachers' capacity to address learners' reading comprehension difficulties.

Table 2

Level of Teachers' Practices in Addressing Reading Comprehension Difficulties

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Assessment and Identification of Reading Difficulties			
1	Conducts reading assessments to identify comprehension difficulties.	4.63	Strongly Agree (Very High)
2	Analyzes assessment results to determine learners' needs.	4.38	Strongly Agree (Very High)
3	Identifies specific comprehension skills that require intervention.	4.17	Agree (High)
4	Monitors learners' reading progress regularly.	4.58	Strongly Agree (Very High)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
5	Maintains records of learners' reading performance.	4.54	Strongly Agree (Very High)
6	Uses assessment data to guide instruction.	4.38	Strongly Agree (Very High)
B. Explicit Teaching of Comprehension Strategies			
7	Teaches learners how to identify the main idea.	4.38	Strongly Agree (Very High)
8	Teaches learners how to make inferences from texts.	4.17	Agree (High)
9	Teaches learners how to summarize information.	4.08	Agree (High)
10	Uses questioning techniques to improve comprehension.	4.32	Strongly Agree (Very High)
11	Teaches vocabulary before reading activities.	4.38	Strongly Agree (Very High)
12	Models comprehension strategies during instruction.	4.58	Strongly Agree (Very High)
C. Differentiated Reading Instructions			
13	Modifies reading activities according to learners' abilities.	4.33	Strongly Agree (Very High)
14	Provides varied learning tasks for struggling readers.	4.42	Strongly Agree (Very High)
15	Uses small-group instruction when necessary.	4.46	Strongly Agree (Very High)
16	Provides varied learning tasks for struggling readers.	4.33	Strongly Agree (Very High)
17	Uses small-group instruction when necessary.	4.38	Strongly Agree (Very High)
18	Adjusts reading materials based on learners' needs.	4.38	Strongly Agree (Very High)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
D. Reading Intervention Implementation			
19	Implements intervention programs for struggling readers.	4.46	Strongly Agree (Very High)
20	Conducts remediation sessions for learners with comprehension difficulties.	4.38	Strongly Agree (Very High)
21	Provides additional reading activities for struggling readers.	4.42	Strongly Agree (Very High)
22	Utilizes intervention materials during reading instruction.	4.33	Strongly Agree (Very High)
23	Collaborates with parents in supporting reading development.	4.08	Agree (High)
24	Implements evidence-based reading strategies.	4.33	Strongly Agree (Very High)
E. Monitoring Learners' Progress			
25	Regularly tracks learners' reading comprehension progress.	4.38	Strongly Agree (Very High)
26	Evaluates the effectiveness of reading interventions.	4.17	Agree (High)
27	Provides feedback to learners regarding their progress.	4.46	Strongly Agree (Very High)
28	Adjusts instructional strategies based on learners' performance.	4.38	Strongly Agree (Very High)
29	Documents improvements in reading comprehension.	4.21	Agree (High)
30	Uses progress monitoring results for instructional planning.	4.08	Agree (High)
Overall Weighted Mean		4.35	Strongly Agree (Very High Level of Practice)

LEGEND:

RANGES INTERPRETATION

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4.26 – 5.00 *Strongly Agree (Very High Level of Practice)*

3.26 – 4.25 *Agree (High Level of Practice)*

2.51 – 3.25 *Disagree (Moderate Level of Practice)*

1.76 – 2.50 *Strongly Disagree (Low Level of Practice)*

1.00 – 1.75 *Very Strongly Disagree (Very Low Level of Practice)*

Table 2 presents the level of teachers' practices in addressing reading comprehension difficulties in terms of assessment and identification of reading difficulties, explicit teaching of comprehension strategies, differentiated reading instruction, reading intervention implementation and monitoring learners' progress. It was shown on the table that the level of teachers' practices in addressing reading comprehension difficulties in terms of assessment and identification of reading difficulties, explicit teaching of comprehension strategies, differentiated reading instruction, reading intervention implementation and monitoring learners' progress received a weighted mean of 4.35, interpreted as Strongly Agree (Very High Level of Practice). This result indicates that teachers consistently implement instructional strategies, assessment procedures, differentiated instruction, intervention programs, and progress monitoring activities designed to improve learners' reading comprehension. Among the indicators, *"Conducts reading assessments to identify comprehension difficulties"* (WM = 4.63) and *"Models comprehension strategies during instruction"* (WM = 4.58) received very high ratings, demonstrating teachers' strong commitment to data-driven instruction and explicit teaching of reading comprehension strategies. Likewise, the high ratings on

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differentiated instruction and intervention implementation suggest that teachers recognize the diverse learning needs of struggling readers and provide targeted instructional support. The findings imply that teachers employ evidence-based practices that help learners develop comprehension skills, including identifying main ideas, making inferences, summarizing information, and monitoring understanding. Such practices are essential in addressing reading difficulties because they provide learners with systematic opportunities to process texts more effectively and construct meaning. These findings support the meta-analysis of Rice, Lambright, and Wijekumar (2024), which concluded that professional development in reading comprehension significantly improves teachers' instructional practices and contributes positively to student reading outcomes. Likewise, Peng et al. (2023) identified explicit comprehension instruction, inference training, and main-idea instruction as among the most effective interventions for struggling readers. Furthermore, DeVries (2023) emphasized that assessment-informed instruction and targeted interventions are critical components of effective literacy instruction for diverse learners. Therefore, the results indicate that teachers demonstrate a very high level of instructional practice in addressing reading comprehension difficulties, reflecting their commitment to improving literacy outcomes among elementary learners.

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Table 3

Performance of Elementary Learners in Reading Comprehension

Score Range (out of 20)	Frequency	Percentage	Interpretation
17–20	34	68%	Very High Performance
13–16	9	18%	High Performance
9–12	5	10%	Moderate Performance
5–8	2	4%	Low Performance
1–4	0	0%	Very Low Performance
Mean = 17.0 (MPS $\approx$ 85%)			Very High

Table 3 presents the performance of elementary learners in reading comprehension. The result show that 68% of the learners achieved scores ranging from 17-20, indicating Very High Performance, while only 4% obtained scores within the low-performance category. The computed mean score of 17.0 or approximately 85% MPS is interpreted as Very High. The findings indicate that most learners have adequately developed reading comprehension skills and can successfully understand, interpret, and respond to reading materials. The high performance may be attributed to the combined effects of effective instructional supervision, consistent implementation of reading interventions, differentiated instruction, continuous assessment, and regular monitoring of learner progress. The results suggest that learners benefit from instructional practices focused on explicit comprehension strategy instruction and sustained reading interventions. The strong performance implies that the instructional environment provided by teachers and school leaders supports literacy development and promotes meaningful learning experiences. This result corroborates the findings of

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Canonizado (2024), who reported that effective reading instruction practices are associated with proficient learner comprehension levels. Moreover, Rice et al. (2024) found that quality reading comprehension instruction contributes positively to student achievement. Similarly, Peng et al. (2023) emphasized that targeted comprehension interventions significantly improve reading outcomes among struggling readers. Hence, the findings demonstrate that elementary learners exhibit very high reading comprehension performance, reflecting the effectiveness of literacy-focused instructional initiatives within the schools.

Table 4

Test of Relationship Between Instructional Supervision and Teachers' Practices

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	p-Value	Decision on Ho	Interpretation
Extent of Instructional Supervision of School Heads (Table 1) and Level of Teachers' Practices in Addressing Reading Comprehension Difficulties (Table 2)	0.92	14.83	1.96	< 0.001	Reject Ho	Significant Relationship (Very Strong Positive)

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Table 4 presents the test of relationship between the extent of instructional supervision of school head as perceived by the teacher-respondents in terms of classroom observation, feedback and coaching, professional development support, monitoring and follow-up and instructional resource support and level of teachers' practices in addressing reading comprehension difficulties in terms of assessment and identification of reading difficulties, explicit teaching of comprehension strategies, differentiated reading instruction, reading intervention implementation and monitoring learners' progress. The Pearson correlation coefficient of $r = 0.92$, indicating a very strong positive relationship between instructional supervision of school heads and teachers' instructional practices in addressing reading comprehension difficulties. The computed t-value (14.83) exceeded the critical value (1.96), and the p-value was less than 0.001, leading to the rejection of the null hypothesis. The result implies that as the quality and extent of instructional supervision increase, teachers' instructional practices likewise improve. Effective instructional supervision provides teachers with feedback, coaching, mentoring, professional development opportunities, and instructional support that enhance their ability to implement reading interventions and comprehension strategies effectively. The finding suggests that school heads serve as critical instructional leaders whose supervisory practices influence instructional quality. Through systematic observation, follow-up discussions, and professional support, school heads contribute to the development of teaching competencies needed to address learners' reading difficulties. This finding is consistent with Eugenio (2025), who reported a highly significant relationship between instructional supervision and teachers' teaching practices. Likewise, Daigon and

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Alcopra (2024) found that instructional supervision practices significantly influence teacher efficacy and effectiveness. Furthermore, Naguit (2024) concluded that instructional leadership practices, feedback, and supervision contribute meaningfully to improved teacher performance and instructional quality. Hence, the study confirms that effective instructional supervision is strongly associated with enhanced teacher practices in improving reading comprehension difficulties.

Table 5

Test of Relationship Between Teachers' Practices and Learners' Performance

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	p-Value	Decision on Ho	Interpretation
Level of Teachers' Practices in Addressing Reading Comprehension Difficulties (Table 2) and Performance of Elementary Learners in Reading Comprehension (Table 3)	0.88	12.76	1.96	< 0.001	Reject Ho	Significant Relationship (Very Strong Positive)

Table 5 presents the test of relationship between the level of teachers' practices in addressing reading comprehension difficulties in terms of assessment and identification of reading difficulties, explicit teaching of comprehension strategies, differentiated reading instruction, reading intervention implementation and monitoring learners' progress and

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performance of elementary learners in reading comprehension. It was revealed on the table that the Pearson correlation coefficient of $r = 0.88$, interpreted as a very strong positive relationship between teachers' instructional practices and learners' reading comprehension performance. The computed t-value (12.76) exceeded the critical value (1.96), while the p-value was below 0.001, resulting in the rejection of the null hypothesis. The findings indicate that improved instructional practices are associated with better learner performance in reading comprehension. Teachers who consistently conduct assessments, provide differentiated instruction, implement interventions, teach comprehension strategies explicitly, and monitor learner progress contribute significantly to improved reading outcomes among learners. The result suggests that learner achievement in reading comprehension is strongly influenced by the quality of classroom instruction. Teachers who employ evidence-based reading practices create learning environments that facilitate comprehension development and support struggling readers. The findings are supported by Canonizado (2024), who found a very high positive significant relationship between teachers' reading instruction practices and learners' comprehension levels. Similarly, Rice et al. (2024) reported that improvements in teachers' reading comprehension practices lead to corresponding gains in student achievement. Additionally, Bleukx et al. (2024) highlighted the importance of explicit reading strategy instruction and differentiated reading instruction in promoting reading achievement among elementary learners. Therefore, the study confirms that effective teacher instructional practices play a vital role in enhancing elementary learners' reading comprehension performance.

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CONCLUSION

Based on the findings of the study, the instructional supervision practices of school heads were perceived by teachers to be implemented at a very high level, particularly in the areas of classroom observation, feedback and coaching, professional development support, monitoring and follow-up, and instructional resource support. This indicates that school heads actively perform their instructional leadership functions to support the improvement of reading instruction. Similarly, teachers demonstrated a very high level of instructional practices in addressing reading comprehension difficulties. Teachers consistently utilized assessment-based instruction, explicit comprehension strategy instruction, differentiated learning activities, reading interventions, and continuous progress monitoring to support struggling readers. The performance of elementary learners in reading comprehension was found to be very high, as reflected in the mean percentage score of approximately 85 percent. This suggests that learners generally possess satisfactory reading comprehension skills and benefit from the instructional support provided within the school. Furthermore, the study established a very strong and statistically significant positive relationship between the instructional supervision of school heads and teachers' instructional practices. This finding confirms that effective supervision contributes substantially to the enhancement of teachers' instructional competencies and classroom practices. Likewise, a very strong and significant positive relationship was found between teachers' instructional practices and learners' reading comprehension performance. This indicates that the quality of instructional practices employed by teachers plays a vital role in improving learners' reading comprehension

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outcomes. Therefore, the study concludes that effective instructional supervision strengthens teachers' instructional practices, which, in turn, contributes significantly to the improvement of elementary learners' reading comprehension performance.

RECOMMENDATIONS

1. School Heads should sustain and strengthen instructional supervision practices through regular classroom observations, timely feedback, coaching, mentoring, and monitoring activities that focus on improving reading instruction and learner achievement.
2. Professional development programs should be continuously implemented to enhance teachers' competencies in reading comprehension instruction, particularly in the areas of differentiated instruction, intervention planning, assessment, and evidence-based literacy practices.
3. Teachers should continue utilizing data-driven instructional strategies and regularly monitor learners' progress to ensure that reading difficulties are identified and addressed promptly and effectively.
4. Schools should provide adequate literacy resources and intervention materials, including print and digital reading materials, to support teachers in implementing reading programs and interventions for struggling readers.
5. Parents and community stakeholders should be encouraged to participate actively in literacy initiatives, thereby creating a supportive environment that promotes reading development beyond the classroom.

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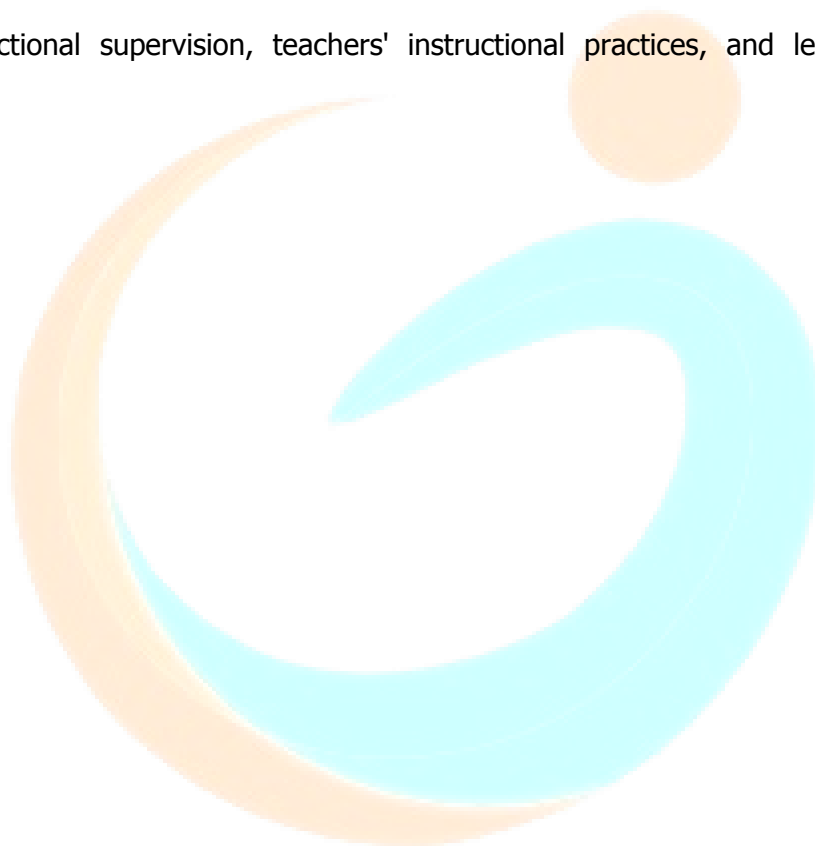
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6. School leaders should strengthen Learning Action Cell (LAC) sessions and collaborative learning communities where teachers can share best practices, successful intervention strategies, and innovative approaches to improving reading comprehension.

7. Future researchers may replicate or extend the study by including larger samples, additional variables, or different educational contexts to further validate the relationship among instructional supervision, teachers' instructional practices, and learners' reading achievement.



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MS. MAY ANN C. MARTINEZ

May Ann C. Martinez was born on May 26, 1991, in Baybay City, Leyte, Philippines. She is a Filipino citizen, married, and a Roman Catholic. She is the daughter of Felix D. Casil, a tricycle driver and Eliza L. Recomes, a manicurist. She is currently residing in Barangay Jaena Baybay City, Leyte.

She completed her elementary education at Palhi Elementary School, Baybay City, Leyte, in 2003 and graduated from Baybay National High School, Baybay City, Leyte, in 2007. She earned her Bachelor of Elementary Education at the Visayas State University, Visca Baybay City, Leyte in 2016.

A licensed professional teacher, Hester successfully passed the Licensure Examination for Teachers (LET). She has been serving as a Grade 2 Teacher in the Department of Education, Schools Division of Baybay City. Since 2018. Her dedication to teaching and commitment to educational excellence have inspired her pursuit of professional growth and lifelong learning.

At present, she is pursuing a Master of Arts in Education, major in School Administration and Supervision, at Western Leyte College of Ormoc City, Inc. Through her graduate studies, she aims to further enhance her leadership, management, and instructional competencies to

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