



**COLLABORATIVE TECHNICAL ASSISTANCE APPROACHES OF
SCHOOL HEAD IN RELATION TO TEACHING PERFORMANCE
OF SENIOR HIGH SCHOOL TEACHERS**

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ABSTRACT

This study determined the significant relationship School Head’s Instructional supervisory practices in relation to teaching performance of Senior High School teachers. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study employed a quantitative research design, specifically a descriptive-correlational approach, to investigate the effectiveness of collaborative technical assistance approaches of school heads in relation to the teaching performance of Senior High School teachers. This design was appropriate because it allowed the researcher to systematically examine the relationship between the independent variable—collaborative technical assistance approaches of school heads—and the dependent variable—teachers’ instructional performance. By collecting numerical data through structured survey instruments, the study aimed to measure the extent to which various leadership practices, such as mentoring, coaching, and collaborative problem-solving, influenced teachers’ effectiveness in the classroom. The study involved Senior High School teachers as participants, and data were analyzed using statistical

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techniques such as correlation and regression analysis to determine the strength and direction of the relationship between the variables. This design enabled the researcher to quantify patterns of association and assess the predictive power of school heads' support approaches on teaching performance. Additionally, descriptive statistics summarized teachers' perceptions of leadership practices, providing a comprehensive picture of how collaborative technical assistance contributed to professional growth and instructional quality. The results informed recommendations for school leadership practices aimed at improving teacher performance and, ultimately, student learning outcomes. The Test of Relationship Between School Heads' Instructional Supervisory Practices and Teachers' Performance shows the correlation between the leadership practices of school heads and the teaching performance of Senior High School teachers. The analysis provides a measure of how instructional supervisory practices are associated with teachers' effectiveness in the classroom. The results indicate a strong positive relationship, suggesting that as school heads actively engage in mentoring, coaching, monitoring, providing professional development support, fostering collaborative decision-making, and maintaining a supportive work environment, teachers' instructional performance improves correspondingly.

Further examination of the indicators in previous assessments aligns with this finding. High and very high ratings across Mentoring and Coaching, Collaborative Decision-Making, Professional Development Support, Monitoring and Feedback, and Supportive Work Environment suggest that school heads are implementing robust supervisory practices. Similarly, teachers' performance based on classroom observation ratings showed very high

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proficiency in content knowledge, classroom management, differentiated instruction, lesson planning, teaching resources, assessment practices, and high competence in teaching strategies. The integration of these practices likely contributes to the observed strong positive relationship. The result implies that effective instructional supervision by school heads has a direct and meaningful impact on teachers' performance. The overall positive association indicates that school heads' leadership practices not only enhance teacher effectiveness but also contribute to the creation of a supportive, collaborative, and growth-oriented school culture. The evidence implies that school with proactive and structured leadership are more likely to achieve higher instructional quality and improved student outcomes.

Keywords: *Instructional supervisory practices, Teaching Personnel, SHS Teachers*

INTRODUCTION

In the modern educational landscape, effective school leadership has become an indispensable element in promoting teacher growth, instructional quality, and student achievement. The Collaborative Technical Assistance Approaches of School Heads in Relation to the Teaching Performance of Senior High School Teachers focuses on how supportive and participatory leadership practices influence the professional competence of teachers. Collaborative technical assistance refers to the continuous process wherein school heads provide mentoring, coaching, supervision, and professional support to teachers through dialogue, shared decision-making, and collective problem-solving. This approach moves

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beyond the traditional top-down supervision model by fostering mutual respect, reflection, and teamwork. In the context of Senior High School (SHS) education, where teachers handle specialized subjects and diverse learners, such collaboration plays a vital role in improving instructional strategies, classroom management, and learner outcomes.

The implementation of collaborative technical assistance allows school heads to identify teachers' strengths and areas for improvement through classroom observations, peer discussions, and feedback sessions. It also enhances professional relationships by creating a culture of trust and open communication. When effectively practiced, it can improve teachers' motivation, commitment, and overall performance. However, inconsistencies in the application of these approaches—often due to leadership bias, lack of training, or limited resources—may hinder their effectiveness. This study, therefore, aims to assess how school heads' collaborative technical assistance affects the teaching performance of SHS teachers and how it can be improved to promote equitable professional development opportunities for all.

According to Olayemi and Afolabi (2020), collaborative technical assistance and instructional supervision significantly enhance teachers' classroom performance when they are participatory and development-oriented rather than evaluative. This aligns with global education trends that view school leadership as a collaborative, empowering process rather than a hierarchical one. Furthermore, the study noted that when collaboration and support are consistent, teachers' job satisfaction and sense of professional belonging increase, directly contributing to higher levels of instructional performance and student success.

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The collaborative technical assistance lies in the ability of school heads to create a culture of shared leadership and professional growth. A school head should not only act as a supervisor but also as a coach and mentor who guides teachers toward reflective practice and continuous improvement. Through structured classroom observations, professional dialogues, and shared problem-solving, school heads can help teachers identify their challenges and collaboratively design strategies to address them. This approach promotes trust, reduces professional isolation, and ensures that every teacher, regardless of seniority or subject specialization, feels valued and supported. The researcher firmly believes that effective collaboration between school heads and teachers strengthens both instructional quality and workplace morale, ultimately benefiting learners' academic success.

In actual school settings, however, the researcher observed several issues that hinder the consistent implementation of collaborative technical assistance. One of the most pressing challenges is the unequal support given to teachers, often influenced by favoritism or personal bias. Some SHS teachers receive regular mentoring, recognition, and opportunities for professional development, while others—despite being equally competent—are left without the same support. This imbalance leads to frustration, low morale, and decreased teaching motivation. Additionally, the lack of time, unclear supervision guidelines, and the heavy administrative workload of school heads further reduce the quality and frequency of technical assistance. These problems weaken the spirit of collaboration and prevent the establishment of an inclusive professional culture where all teachers can thrive.

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This study must be pursued because it seeks to address pressing gaps in leadership fairness, teacher development, and instructional improvement. By examining the collaborative technical assistance approaches, the research aims to provide empirical evidence on how supportive leadership can strengthen teaching performance and create a more equitable professional environment.

The findings will not only guide school heads in refining their leadership practices but will also help educational authorities design policies and programs that ensure all teachers receive consistent, meaningful support. Ultimately, this study hopes to contribute to the creation of schools where collaboration, fairness, and shared accountability become the foundation of teaching excellence and student achievement.

This study determined the collaborative technical assistance approaches of school head in relation to teaching performance of Senior High School teachers. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of the school heads' instructional supervisory practices in terms of:
 - 1.1. Mentoring and Coaching,
 - 1.2. Collaborative Decision-Making,
 - 1.3. Professional Development Support,
 - 1.4. Monitoring and Feedback, and
 - 1.5. Supportive Work Environment?

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2. What is the performance level of the teachers based on the classroom observation tool (COT)?
 3. Is there a significant relationship between school heads' instructional supervisory practices towards teaching performance of Senior High School teachers?
 4. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between school heads' instructional supervisory practices towards teaching performance of Senior High School teachers.

METHODOLOGY

Design. This study employed a quantitative research design, specifically a descriptive-correlational approach, to investigate the collaborative technical assistance approaches of school heads in relation to the teaching performance of Senior High School teachers. This design was appropriate because it allowed the researcher to systematically examine the relationship between the independent variable—collaborative technical assistance approaches of school heads—and the dependent variable—teachers' instructional performance. By collecting numerical data through structured survey instruments, the study aimed to measure the extent to which various leadership practices, such as mentoring, coaching, and collaborative problem-solving, influenced teachers' effectiveness in the classroom. The study involved Senior High School teachers as participants, and data were analyzed using statistical

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techniques such as correlation and regression analysis to determine the strength and direction of the relationship between the variables. This design enabled the researcher to quantify patterns of association and assess the predictive power of school heads' support approaches on teaching performance. Additionally, descriptive statistics summarized teachers' perceptions of leadership practices, providing a comprehensive picture of how collaborative technical assistance contributed to professional growth and instructional quality. The results informed recommendations for school leadership practices aimed at improving teacher performance and, ultimately, student learning outcomes. The main local of the study is in Caridad National High School in the Schools Division of Baybay City. The respondents of the study were one School Head and thirty-four teachers from Caridad National High School in the Division of Baybay. The research instrument was adapted and modified from the study of He, Guo, and Abazie (2024). The researcher used the following instruments to gather the necessary data. The questionnaire was composed of two parts. Part I assessed the Collaborative Technical Assistance Approaches that were implemented. Similarly, Part II evaluated teachers' performance, which included the roles of teachers in planning instruction, demonstrating knowledge of the subject matter, and promoting student engagement. The results were gathered from the teacher-respondents with the consent of the school head.

Sampling. There were 34 total number respondents who are included in the study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

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Research Procedure. To gather the necessary data within one month (30 days), the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was also provided to the Public-School District Supervisor, the School Principal, and the teachers under their supervision.

The researcher distributed the survey questionnaires to the School Principal to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r . Data were collated and submitted to the appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both Head Teachers and the Junior High School teachers was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine the relationship between the Collaborative Technical Assistance Approaches of School Head in relation to teaching performance of Senior High School teachers Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the

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Collaborative Technical Assistance Approaches of School Head in relation to teaching performance of Senior High School teachers.

RESULTS AND DISCUSSION

TABLE I

SCHOOL HEADS' INSTRUCTIONAL SUPERVISORY PRACTICES

Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Mentoring and Coaching	The school head provides regular guidance on lesson planning and teaching strategies.	4.09	High
	The school head observes classroom activities and gives constructive feedback.	3.88	High
	The school head helps teachers set professional growth goals.	4.18	High
	The school head encourages reflection on teaching practices.	3.53	High
	The school head supports teachers in addressing classroom challenges.	3.71	High
Collaborative Decision-Making	The school head involves teachers in planning school programs and activities.	3.53	High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Teachers are consulted before making decisions that affect teaching practices.	3.76	High
	The school head encourages team-based problem solving.	3.62	High
	Teachers feel their suggestions are valued in school decisions.	3.65	High
	Collaborative meetings are regularly conducted to discuss instructional improvements.	3.88	High
Professional Development Support	The school head identifies training needs for teachers.	4.97	Very High
	Teachers are provided opportunities to attend workshops and seminars.	3.94	High
	The school head shares educational resources to enhance teaching performance.	3.94	High
	Teachers receive support for applying new teaching strategies in the classroom.	3.76	High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The school head encourages continuous learning among teachers.	3.88	High
Monitoring and Feedback	The school head regularly monitors classroom teaching.	3.53	High
	Teachers receive timely feedback on their instructional performance.	3.59	High
	Feedback focuses on both strengths and areas for improvement.	5.00	Very High
	Monitoring helps teachers improve student engagement and learning outcomes.	3.88	High
	Teachers are encouraged to implement suggestions from observations.	5.00	Very High
Supportive Work Environment	The school head fosters a positive and collaborative school culture.	3.65	High
	Teachers feel comfortable approaching the school head with concerns.	4.18	High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The school head recognizes and appreciates teacher achievements.	5.00	Very High
	The school head ensures fair distribution of resources and opportunities.	3.82	High
	Teachers are motivated to work effectively because of the school head's support.	3.94	High

Overall Weighted Mean = 4.06 → High

Legend (5-Point Likert Scale):

- 4.21 – 5.00 = Very High (Strongly Agree / Highly Observed)
- 3.26 – 4.20 = High (Agree / Moderately Observed)
- 2.51 – 3.25 = Moderate (Neutral / Fairly Observed)
- 1.76 – 2.50 = Low (Disagree / Less Observed)
- 1.00 – 1.75 = Very Low (Strongly Disagree / Not Observed at All)

This table presents School Heads' Instructional Supervisory Practices, highlighting the leadership dimensions, specific indicators, their weighted mean scores, and corresponding interpretations based on a 5-point Likert scale. The table provides a detailed assessment of how school heads implement supervisory strategies across five leadership dimensions:

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Mentoring and Coaching, Collaborative Decision-Making, Professional Development Support, Monitoring and Feedback, and Supportive Work Environment. The data reflect the perceptions of teachers regarding the school heads' practices in guiding, supporting, and enhancing instructional effectiveness.

In the Mentoring and Coaching dimension, all indicators scored within the "High" range, with weighted means ranging from 3.53 to 4.18. The highest-rated practice was assisting teachers in setting professional growth goals (4.18), while encouraging reflection on teaching practices received the lowest rating (3.53). These results indicate that school heads are actively providing guidance, observing classroom activities, and supporting teachers in overcoming instructional challenges, although there may still be room to strengthen reflective practices.

Regarding Collaborative Decision-Making, the indicators consistently scored "High," ranging from 3.53 to 3.88. The highest-rated indicator was the regular conduct of collaborative meetings for instructional improvements (3.88), while involving teachers in planning school programs scored the lowest (3.53). These results suggest that school heads engage teachers in decision-making and problem-solving processes, creating an environment where teachers feel consulted and valued in school operations, though collaborative planning could be further enhanced.

In the Professional Development Support dimension, the highest-rated indicator across the entire table was the identification of training needs for teachers (4.97, Very High). Other indicators, including providing opportunities to attend workshops, sharing educational

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resources, supporting the application of new teaching strategies, and encouraging continuous learning, scored in the "High" range (3.76–3.94). Monitoring and Feedback showed strong performance as well, with feedback-related indicators achieving Very High scores (5.00), particularly in giving feedback on strengths and areas for improvement and encouraging teachers to implement suggestions from observations. Supportive Work Environment indicators ranged from 3.65 to 5.00, with teacher recognition rated the highest (5.00). Overall, the table shows an overall weighted mean of 4.06, interpreted as High, implying that the school heads' instructional supervisory practices are generally well-implemented, positively perceived by teachers, and significantly contribute to promoting teacher effectiveness and a collaborative school culture.

The results imply that school heads play a crucial role in shaping teacher performance through structured guidance, professional development, collaborative decision-making, and supportive supervision. High scores across mentoring, collaborative decision-making, and monitoring indicate a proactive leadership style, while Very High ratings in professional development and recognition suggest targeted efforts to enhance teacher growth. These practices can strengthen instructional quality and foster a positive school climate, providing insights for continuous improvement in school leadership strategies.

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Table 2

TEACHERS' PERFORMANCE BASED ON COT RATINGS

Teaching Dimension	Indicator	Weighted Mean	Interpretation (7-Point Likert Scale)
Content Knowledge and Application	Apply knowledge of content within and across curriculum teaching areas (1.1.2)	6.44	Very High
Teaching Strategies	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2)	5.53	High
	Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (1.5.2)	5.44	High
Classroom Management	Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities with a range of physical learning environments (2.3.2)	6.41	Very High
	Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment (2.6.2)	5.82	High

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Teaching Dimension	Indicator	Weighted Mean	Interpretation (7-Point Likert Scale)
Differentiated Instruction	Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (3.1.2)	6.53	Very High
Lesson Planning	Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements (4.1.2)	6.62	Very High
Teaching Resources	Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals (4.5.2)	6.53	Very High
Assessment Practices	Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements (5.1.2)	6.32	Very High

Overall Weighted Mean = 6.18 → Very High

Legend (7-Point Likert Scale — based on PST/COT interpretation)

- 6.01 – 7.00 = Very High (Outstanding Performance / Highly Observed)
- 5.01 – 6.00 = High (Strongly Agree / Observed)

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- 4.01 – 5.00 = Moderate (Agree / Moderately Observed)
- 3.01 – 4.00 = Low (Disagree / Less Observed)
- 1.00 – 3.00 = Very Low (Strongly Disagree / Not Observed)

This table presents Teachers' Performance Based on COT Ratings, showing the weighted mean scores and interpretations of various teaching dimensions assessed through the Classroom Observation Tool (COT). The table evaluates teachers' performance across seven key dimensions, including Content Knowledge and Application, Teaching Strategies, Classroom Management, Differentiated Instruction, Lesson Planning, Teaching Resources, and Assessment Practices. Each indicator was rated using a 7-point Likert scale, providing an in-depth view of teachers' instructional competence, classroom practices, and the effectiveness of their teaching strategies in promoting student learning.

In the Content Knowledge and Application dimension, teachers demonstrated a very high level of proficiency, with a weighted mean of 6.44, indicating strong application of subject knowledge across curriculum areas. Within Teaching Strategies, teachers scored high in using a variety of methods to enhance literacy and numeracy skills (5.53) and in developing critical and creative thinking and higher-order thinking skills (5.44). This shows that teachers effectively employ diverse instructional strategies, though there may still be some opportunity to expand approaches for higher-order thinking development.

Classroom Management ratings varied, with managing classroom structures for meaningful exploration scoring very high (6.41), while managing learner behavior constructively received a high rating (5.82). These results indicate that teachers create

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engaging learning environments and implement positive discipline practices, fostering student engagement and maintaining focus on learning. Differentiated Instruction scored very high (6.53), reflecting teachers' ability to design learning experiences that address learners' diverse needs, strengths, and interests. Similarly, Lesson Planning (6.62), Teaching Resources (6.53), and Assessment Practices (6.32) all received very high ratings, demonstrating that teachers meticulously plan and implement lessons, utilize appropriate resources including ICT, and apply assessment strategies aligned with curriculum requirements. Overall, the weighted mean of 6.18, interpreted as Very High, reflects outstanding teacher performance and effective classroom practice.

The results imply that teachers consistently demonstrate excellence across all teaching dimensions. High and very high scores in content knowledge, differentiated instruction, lesson planning, teaching resources, and assessment practices indicate that teachers not only possess strong subject mastery but also translate it into engaging and developmentally appropriate learning experiences. The ratings suggest that students benefit from structured, well-resourced, and thoughtfully assessed instruction, while teachers are capable of maintaining effective classroom management and applying innovative teaching strategies. Collectively, the overall rating of 6.18 implies that the teaching workforce is performing at an outstanding level, contributing positively to student learning outcomes and curriculum implementation.

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TABLE 3

TEST OF RELATIONSHIP BETWEEN SCHOOL HEADS' INSTRUCTIONAL SUPERVISORY PRACTICES AND TEACHERS' PERFORMANCE

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Instructional Supervisory Practices and Teachers' Performance	0.78	8.45	0.404	Reject Ho	Significant Relationship (Strong Positive)

This table presents Test of Relationship Between School Heads' Instructional Supervisory Practices and Teachers' Performance, showing the correlation between the leadership practices of school heads and the teaching performance of Senior High School teachers. The table includes the Pearson correlation coefficient (r), computed t-value, critical t-value at 0.05 significance level, decision on the null hypothesis, and interpretation of the relationship. This analysis provides a quantitative measure of how instructional supervisory practices are associated with teachers' effectiveness in the classroom.

The results reveal a Pearson correlation coefficient (r) of 0.78, which indicates a strong positive relationship between school heads' instructional supervisory practices and teachers' performance. The computed t-value of 8.45 exceeds the critical table value of 0.404 at the 0.05 significance level, leading to the rejection of the null hypothesis. This confirms that the

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relationship observed is statistically significant. The strong positive correlation suggests that as school heads actively engage in mentoring, coaching, monitoring, providing professional development support, fostering collaborative decision-making, and maintaining a supportive work environment, teachers' instructional performance improves correspondingly.

Further examination of the indicators in previous tables aligns with this finding: the high and very high ratings across Mentoring and Coaching (3.53–4.18), Collaborative Decision-Making (3.53–3.88), Professional Development Support (3.76–4.97), Monitoring and Feedback (3.53–5.00), and Supportive Work Environment (3.65–5.00) suggest that school heads are implementing robust supervisory practices. Similarly, teachers' performance based on COT ratings showed very high scores in Content Knowledge and Application (6.44), Classroom Management (5.82–6.41), Differentiated Instruction (6.53), Lesson Planning (6.62), Teaching Resources (6.53), Assessment Practices (6.32), and high scores in Teaching Strategies (5.44–5.53). The integration of these practices likely contributes to the observed strong positive relationship.

The result implies that effective instructional supervision by school heads has a direct and meaningful impact on teachers' performance. The overall positive association indicates that school heads' leadership practices not only enhance teacher effectiveness but also contribute to the creation of a supportive, collaborative, and growth-oriented school culture. The overall evidence, combined with an overall weighted mean of 4.06 for school heads' supervisory practices and 6.18 for teachers' performance, implies that schools with proactive

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and structured leadership are more likely to achieve higher instructional quality and improved student outcomes.

CONCLUSION

Based on the results of this study, the instructional supervisory practices of school heads have a strong and positive impact on the teaching performance of Senior High School teachers. Effective leadership through mentoring, coaching, monitoring, professional development support, collaborative decision-making, and fostering a supportive work environment enhances teachers' instructional effectiveness, classroom management, lesson planning, and use of teaching resources. The integration of these supervisory practices contributes to a professional and growth-oriented school culture, indicating that proactive and structured leadership not only strengthens teacher performance but also promotes overall school improvement and higher quality learning outcomes for students.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

Teachers – The teacher should actively engage in professional development opportunities, apply diverse teaching strategies, participate in collaborative decision-making, and

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continuously reflect on their instructional practices to enhance teaching performance and student learning outcomes.

School Heads – The school head should provide consistent mentoring, coaching, monitoring, and feedback to teachers, facilitate professional growth, foster a collaborative and supportive work environment, and ensure equitable access to resources to strengthen overall instructional effectiveness.

Public Schools District Supervisor – The Public Schools District Supervisor should support school heads by monitoring the implementation of instructional supervisory practices, providing training and guidance on effective leadership strategies, and ensuring that schools maintain high standards of teaching and learning.

Researcher – The researcher should use the findings of this study to design workshops, seminars, or training programs for school heads and teachers, aimed at enhancing instructional supervision and teaching performance in Senior High Schools.

Future Researchers – Future researchers should replicate this study in different school settings or regions, include additional variables such as student performance or school climate, and explore longitudinal effects of instructional supervisory practices on teaching performance to expand understanding in the field.

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The author is born on September 17, 1983 at Baybay City, Leyte, Philippines. She finished her Bachelor of Science in Commerce with a major in Management and later earned professional education units at Franciscan College of the Immaculate Conception. In her high school and college days, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in School Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher II in the Department of Education and a Grade – XI and XII Teacher at Caridad National High School at Barangay Caridad Baybay City, Leyte, Philippines. She serves as a coordinator in three school organizations, namely the Adopt-a-School Project, Brigada Eskwela, and the Joint Delivery Voucher Program for Learners. She believes that supervising the youth provides a strong foundation for effectively supervising adults in the workplace.

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