



**INSTRUCTIONAL SUPERVISION SKILLS AND EMOTIONAL COMPETENCE
OF SCHOOL HEADS, PARENTAL INVOLVEMENT AND ACADEMIC
PERFORMANCE OF THE GRADE 2 LEARNERS**

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ABSTRACT

This study determined the significant relationship between the Instructional Supervision Skills and Emotional Competence of School Heads, Parent Involvement, And Academic Performance of the Grade 2 Learners. A proposed enhancement plan was formulated based on the result of the study. This study employed a correlational research design within a quantitative approach to examine the relationship between the instructional supervision skills and emotional competence of school heads, parent involvement, and the academic performance of Grade 2 learners. Correlational research was appropriate because it allowed the researcher to determine the extent and nature of relationships among variables without manipulating them. The study aimed to establish whether higher levels of instructional supervision and emotional competence among school heads, as well as greater parent involvement, were associated with improved academic outcomes of learners.

The Test of Relationship Between Parental Involvement and Learners' Academic Performance examines the connection between parents' active engagement in their child's

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education and the academic achievement of learners. The analysis determines whether parental involvement significantly influences learners' grades, providing insights into the role of family support in academic success. The results indicate a moderate positive relationship between parental involvement and learners' academic performance. This signifies that learners tend to perform better academically when their parents are actively engaged in activities such as monitoring module completion, providing guidance, attending educational activities, and collaborating with teachers.

The findings further show that parental engagement, including both motivational support and instructional assistance, plays an important role in facilitating learning. While the relationship is moderate, it highlights that learners benefit not only from school-based instruction but also from consistent parental support at home. This suggests that even occasional or partial involvement can have a meaningful impact on student outcomes.

Overall, the result implies that parental involvement significantly contributes to learners' academic performance. The result implies that when parents participate in their child's education—through monitoring, guiding, and motivating—the child's grades improve. Although the relationship is moderate rather than strong, it emphasizes the value of active parental engagement, encouraging schools to implement programs that educate and empower parents to support learning effectively. The findings suggest that interventions aimed at increasing parental involvement may lead to better academic outcomes and stronger learner engagement.

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Keywords: *Instructional Supervision Skills, Emotional Competence, School heads, Parental Involvement, Academic performance, Grade 2*

INTRODUCTION

Instructional supervision skills and emotional competence of school heads are integral to fostering strong parent involvement and enhancing Grade 2 learners' academic performance. When school heads demonstrate adept supervision—by guiding teachers' instructional practices, conducting reflective feedback sessions, and overseeing classroom interventions—they set a professional tone of continuous improvement. Coupled with emotional competence—such as empathy, self-regulation, and effective interpersonal communication—these leaders build trust and meaningful relationships with both teachers and parents. As a result, parents feel more empowered and engaged in their children's education, teachers feel supported and motivated, and learners benefit from coherent instructional processes and a nurturing environment that promotes achievement.

A study by Jimenez and Galicia (2023) examined school heads' instructional leadership skills and emotional competencies and found that these attributes were rated as very high in selected public junior high schools in Biñan City, Philippines. The research revealed a significant positive relationship between the instructional leadership skills of school heads and teachers' work performance, though the relationship between emotional competencies and teacher work performance was negligible.

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The research topic on socio-emotional support and counselling initiatives of school heads is inspired by observations within school settings where emotional and mental well-being often go unnoticed or under-addressed. It is evident that learners and teachers silently contend with stress, anxiety, and personal challenges that affect both engagement and performance. The role of the school head extends beyond academic leadership; it encompasses creating an emotionally supportive environment that fosters trust, motivation, and positive relationships. This study seeks to explore the impact of school heads' socio-emotional support and counselling efforts on the overall well-being of teachers and learners, providing empirical evidence of how such leadership practices influence school climate and academic outcomes.

The significance of supportive school leadership cannot be understated. When school heads demonstrate empathy, approachability, and proactive guidance, teachers tend to exhibit higher motivation, and learners experience increased security and engagement in learning activities. Prior research indicates that even small gestures, such as listening to teacher concerns or offering counselling support to students, can positively affect morale and classroom performance. Investigating these leadership behaviors provides insights into the mechanisms through which emotional support enhances teacher performance and learner participation, emphasizing that socio-emotional leadership is a vital complement to instructional supervision.

The study also addresses the growing recognition that mental health and emotional well-being are foundational to successful teaching and learning. Educational improvement

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initiatives often focus on curriculum, resources, or infrastructure while overlooking the psychological and emotional needs of school stakeholders. By examining the school head's role in promoting well-being, this research highlights how emotional support influences teacher motivation, learner engagement, and overall academic performance. Moreover, it contributes to ongoing professional discourse on holistic education, leadership development, and the integration of emotional intelligence into school management, aligning with national and institutional policies advocating mental health support within educational settings.

However, challenges exist in exploring these variables. Concepts such as socio-emotional support, counselling initiatives, learner well-being, and teacher motivation are complex and subjective, making them difficult to define, measure, and isolate from other influencing factors. Access to honest and accurate data can also be limited due to the sensitive nature of the topic, requiring careful attention to anonymity and trust-building. Additionally, many schools lack formal documentation or structured programs for socio-emotional initiatives, necessitating reliance on perceptions and self-reported experiences. These considerations underscore the need for the present study, which seeks to systematically investigate the impact of school heads' socio-emotional and counselling practices, ultimately providing actionable insights to promote emotionally intelligent, student- and teacher-centered leadership in schools.

This study determined the significant relationship between the Instructional Supervision Skills And Emotional Competence Of School Heads, Parent Involvement, And

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Academic Performance Of The Grade 2 Learners. A proposed enhancement plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of Instructional Supervisory Skills of head teachers in terms of the following:

- 1.1 Preparation and Planning;
- 1.2 Observation; and
- 1.3 Assessing and Reporting of Learning Outcomes?

2. What is the level of emotional competence of the School Heads in terms of:

- 2.1 self awareness;
- 2.2. self management;
- 2.3 social awareness;
- 2.4 relationship management; and
- 2.5 responsible decision making?

3. What is the extent of parental involvement to the different PAPs of the School?

4. What is the Academic performance of the Grade 2 Learners in the 3rd Quarter?

5. Is there a significant relationship between the Instructional Supervisory Skills and Emotional competence of School head to the extent of parents involvement to the different PAPs of the School?

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6. Is there a significant relationship between the Instructional Supervisory Skills and Emotional competence of School head to the literacy performance of the Grade 2 Learners in the 3rd Quarter?
7. What enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis

H01 – There is no significant relationship between the Instructional Supervisory Skills and Socio-Emotional competence of School head to the extent of parents involvement to the different PAPs of the School.

H02- There is no significant relationship between the Instructional Supervisory Skills and Socio-Emotional competence of School head to the literacy performance of the Key Stage 1 Learners in the First Quarter

METHODOLOGY

Design. This study employed a correlational research design within a quantitative approach to examine the relationship between the instructional supervision skills and emotional competence of school heads, parent involvement, and the academic performance of Grade 2 learners. Correlational research was appropriate because it allowed the researcher to determine the extent and nature of relationships among variables without manipulating them. The study aimed to establish whether higher levels of instructional supervision and emotional

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competence among school heads, as well as greater parent involvement, were associated with improved academic outcomes of learners.

The main locale of the study was Leoncio Errejer memorial Elementary School. There were School head, Parents and Key Stage 1 learners as respondents of the study. The information for the analysis was gathered using three distinct survey instruments: one to gauge the school heads' level of instructional supervisory skills and socio-emotional competence, another to assess parent involvement, and a third to measure the academic performance of learners using the SF 9.

The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling There were 1 School Head, 47 parents and 8 Key Stage 1 Learners that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

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 was also given to the Public School District Supervisor, School Principal, and the teachers responsible for the respondents.

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The researcher distributed the survey questionnaires for the school heads to be answered by the teachers. The same procedure was followed in gathering data from the parents, as well as in collecting the academic performance records of the Grade 1 learners. After one month, the questionnaires were retrieved and consolidated, then subjected to statistical treatment using Pearson's r.

The data were collated and analyzed using the appropriate statistical procedures.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

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 . Instructional Supervision Skills And Emotional Competence Of School Heads, Parent Involvement, And Academic Performance Of The Grade 2 Learners

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Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Instructional Supervision Skills And Emotional Competence Of School Heads, Parent Involvement, And Academic Performance Of The Grade 2 Learners.

RESULTS AND DISCUSSION

TABLE 1

SCHOOL HEADS' INSTRUCTIONAL SUPERVISORY PRACTICES

Leadership Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
Preparation and Planning	Has duly approved Instructional Supervisory Plan for Implementation of curriculum programs based on teacher's instructional needs.	3.00	High
	Shows evidence in providing technical assistance on the preparation of lesson plans and assessment materials.	3.00	High
	Shows evidence of monitored preparation of appropriate, adequate, and economical instructional materials that suit the learners' diverse needs.	3.00	High
	Conducts pre-observation conference with the teacher.	3.00	High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
Performance Behavior	Records actual observation of teaching-learning process using appropriate forms.	3.00	High
	Evaluates congruency of lesson plan, references, instructional material, learning strategies, techniques, and assessment tools used.	3.00	High
	Evaluates teaching-learning process based on learning outcomes	3.00	High
	Ensures that content standards, performance standards, and learning competence areas are based on the Curriculum Guide.	3.00	High
	Guides the teacher in enriching/enhancing the curriculum based on learner's context and local needs.	3.00	High
	Reinforces strengths of the teacher.	3.00	High

Legend (4-Point Likert Scale)

- 3.26 – 4.00 = Very High (Strongly Agree / Highly Observed)
- 2.51 – 3.25 = High (Agree / Moderately Observed)

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- 1.76 – 2.50 = Moderate (Neutral / Fairly Observed)
- 1.00 – 1.75 = Low (Disagree / Less Observed)

This table presents School Heads’ Instructional Supervisory Practices, highlighting how school heads perform their supervisory duties across different leadership dimensions. The table is divided into two main areas: Preparation and Planning, and Performance Behavior. Each indicator under these dimensions was rated using a 4-point Likert scale to assess the extent to which instructional supervision practices are observed. The weighted mean for each indicator and the overall weighted mean provide insight into the effectiveness and consistency of school heads in guiding, monitoring, and supporting teachers’ instructional performance.

As shown in the table, school heads demonstrated high-level practices in the Preparation and Planning dimension. They consistently had duly approved instructional supervisory plans aligned with teacher needs, provided technical assistance in lesson preparation, monitored instructional materials, and conducted pre-observation conferences with teachers. Each indicator in this dimension received a weighted mean of 3.00, interpreted as “High,” reflecting that school heads adequately planned and prepared for instructional supervision activities.

In the Performance Behavior dimension, school heads similarly exhibited high-level practices. They recorded classroom observations appropriately, evaluated lesson plan congruency, assessed teaching-learning processes against learning outcomes, ensured adherence to curriculum standards, guided teachers in enhancing curriculum based on learner

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contexts, and reinforced teachers' strengths. Each indicator in this dimension also received a weighted mean of 3.00, indicating that school heads consistently applied effective instructional supervision strategies to support teacher performance and improve learning outcomes. The overall weighted mean of 3.00 reflects a high level of instructional supervisory practices across both dimensions.

The result implies that school heads are performing their instructional supervisory duties at a high level. All indicators in both Preparation and Planning and Performance Behavior were rated "High," suggesting that school leaders are effectively guiding, monitoring, and supporting teachers in curriculum implementation, lesson preparation, and classroom instruction. The overall weighted mean of 3.00 implies that the supervisory practices of school heads contribute positively to teaching

TABLE 2

TEACHERS' SOCIO-EMOTIONAL COMPETENCE

Competence Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
1.1 Self-Awareness	I am confident of my abilities.	1.78	High
	I admit my shortcomings.	1.78	High
	I understand my emotions as they happen.	2.00	High

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Competence Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
	I recognize the impact my behavior has upon others.	1.89	High
	I realize when others influence my emotional state.	3.11	Moderate
2.2 Self-Management	I can be counted on.	1.78	High
	I handle stress well.	2.33	High
	I embrace change early on.	2.22	High
	I tolerate frustration without getting upset.	2.78	Moderate
	I consider many options before making a decision.	1.78	High
	I strive to make the most out of situations, whether good or bad.	1.89	High
	I play a part in creating the pleasant circumstances I encounter.	1.89	High
	I resist the desire to act or speak when it will not help the situation.	2.33	High
2.3 Social Awareness	I avoid things I regret when upset.	2.33	High

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Competence Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
	I avoid people when something is bothering me.	3.11	Moderate
	I am open to feedback.	1.78	High
	I recognize other people's feelings.	1.78	High
	I accurately pick up on the mood in the room.	2.11	High
	I hear what the other person is "really" saying.	2.11	High
	I can handle myself confidently in social situations.	2.00	High
2.4 Relationship Management	I can explain myself to others.	2.33	High
	I directly address people in difficult situations.	3.11	Moderate
	I get along well with others.	1.89	High
	I can communicate clearly and effectively.	1.89	High
	I show others I care what they are going through.	2.00	High
	I handle conflict effectively.	2.00	High
	Responsible Decision Making	1.78	High

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Competence Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
	I can confidently make decisions based on facts.	2.00	High
	I demand sufficient information before making decisions.	2.11	High
	I analyze the situation before making decision	1.89	High
	Involved in the process of decision-making.	2.11	High
	I ask opinion from people and experts.	1.78	High
	I explain the reason why I arrived at a particular decision.	1.89	High
	I consider the feelings of people when making decision.	1.78	High
	I value time and resources when in need of fast decision.	1.78	High

Overall Weighted Mean \approx 2.05 \rightarrow High

Legend (4-Point Likert Scale)

- **1.00 – 1.75** = Very High / Always Observed
- **1.76 – 2.50** = High / Usually Observed
- **2.51 – 3.25** = Moderate / Sometimes Observed
- **3.26 – 4.00** = Low / Rarely Observed

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This table presents Teachers' Socio-Emotional Competence, highlighting the various dimensions of competence, including Self-Awareness, Self-Management, Social Awareness, Relationship Management, and Responsible Decision-Making, as perceived through specific indicators rated on a 4-point Likert scale. The table provides a weighted mean for each indicator, interpreted according to the scale from "Very High" to "Low," offering insights into teachers' socio-emotional strengths and areas needing improvement.

In the Self-Awareness dimension, most indicators are rated as "High," such as confidence in abilities (1.78), admitting shortcomings (1.78), understanding emotions as they happen (2.00), and recognizing the impact of one's behavior on others (1.89). However, the indicator "I realize when others influence my emotional state" is rated as "Moderate" (3.11), suggesting that teachers sometimes struggle to acknowledge external emotional influences on themselves.

Regarding Self-Management, indicators like being reliable (1.78), embracing change early (2.22), and making the most out of situations (1.89) are mostly "High," reflecting strong self-regulation skills. However, tolerance for frustration without getting upset is "Moderate" (2.78), indicating occasional difficulty in managing negative emotions under stress.

For Social Awareness, teachers generally demonstrate high competence in recognizing others' feelings (1.78), being open to feedback (1.78), and understanding the mood in the room (2.11). Yet, avoiding people when upset is rated "Moderate" (3.11), showing that teachers may sometimes withdraw socially in challenging situations.

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In Relationship Management, indicators like communicating clearly (1.89), showing empathy (2.00), and handling conflict effectively (2.00) are rated “High,” while addressing people directly in difficult situations is “Moderate” (3.11), suggesting some hesitation in confronting interpersonal challenges.

Finally, in Responsible Decision-Making, all indicators, such as making fact-based decisions (2.00), analyzing situations before deciding (1.89), and considering the feelings of others (1.78), fall under the “High” category. This demonstrates that teachers are generally competent in making thoughtful and responsible decisions.

The overall weighted mean of 2.05, interpreted as “High,” implies that teachers generally exhibit strong socio-emotional competence across all dimensions. The results imply that while teachers are usually confident, empathetic, and capable of managing themselves and their relationships, areas such as recognizing external emotional influences, tolerating frustration, and directly addressing difficult situations may benefit from targeted professional development. This suggests that enhancing these moderate indicators could further strengthen teachers’ overall socio-emotional effectiveness, positively impacting classroom management, teacher-student interactions, and decision-making processes.

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TABLE 3

PARENTAL INVOLVEMENT IN CHILD'S EDUCATION

Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
1. It is difficult to find time to be actively involved in my child's education	1.04	Very High (Never)
2. It is the teacher's full responsibility to educate my child	2.30	High (Often)
3. I got overwhelmed trying to understand educational programs and procedures, especially during the pandemic	2.49	High (Often)
4. I spend several hours trying to help my child understand her modules	2.62	Moderate (Sometimes)
5. My child gets an excessive number of modules every day and I don't have time to help	2.62	Moderate (Sometimes)
6. I always check my child's work to make sure it is correctly done	2.66	Moderate (Sometimes)
7. I have difficult time understanding my child's modules enough to make sure it is correct	2.66	Moderate (Sometimes)
8. My child receives too many modules every night	1.79	High (Often)
9. I am always willing to help my child complete his/her modules	2.45	High (Often)
10. I was the one responsible in getting and retrieving the modules of my child	2.53	Moderate (Sometimes)

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Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
11. I had a hard time helping my child's modules because I lack information or knowledge regarding the lessons discussed	2.53	Moderate (Sometimes)
12. My involvement in my child's education motivates him/her to finish the modules	3.87	Very High (Always)
13. I seek help from the teacher every time I find difficulty in assisting my child's module	3.45	Very High (Always)
14. Teachers at my school encourage parents to guide our child in completing his/her modules	3.87	Very High (Always)
15. I cannot help my child on his/her modules because I do not know	1.93	High (Often)
16. I attended capacity building to enhance my knowledge in assisting my child	3.62	Very High (Always)
17. I believe that my child is equipped with the knowledge to answer his/her modules independently	3.66	Very High (Always)
18. My child cannot work on his/her module without my assistance	3.24	Moderate (Sometimes)
19. I don't have time helping my child with his/her modules	3.60	Very High (Always)
20. I talk with other parents frequently about educational issues	3.62	Very High (Always)

Overall Weighted Mean \approx 2.87 \rightarrow High / Mostly Sometimes-Observed

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Legend (4-Point Likert Scale)

- **1.00 – 1.75** = Very High / Never Observed
- **1.76 – 2.50** = High / Often Observed
- **2.51 – 3.25** = Moderate / Sometimes Observed
- **3.26 – 4.00** = Low / Always Observed

This table presents Parental Involvement in Child’s Education, highlighting how parents participate in their child’s learning process through various indicators, including module assistance, motivation, collaboration with teachers, and participation in educational activities. Each indicator is measured using a 4-point Likert scale, with a weighted mean and interpretation reflecting how often parents engage in these activities, ranging from “Very High / Never Observed” to “Low / Always Observed.” The table provides insights into both the strengths and challenges of parental involvement, particularly in the context of supporting children’s learning at home.

The data reveal that parents rarely find it difficult to be involved in their child’s education, with the indicator “It is difficult to find time to be actively involved in my child’s education” rated 1.04 (Very High/Never). This suggests strong parental willingness to engage. However, some parents still perceive education as primarily the teacher’s responsibility (2.30, High/Often) or feel overwhelmed by understanding educational programs, especially during the pandemic (2.49, High/Often). Indicators such as spending hours helping with modules (2.62, Moderate/Sometimes) and managing excessive daily modules (2.62, Moderate/Sometimes) show that parents sometimes struggle with workload and time

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constraints.

Indicators related to actively checking and assisting with modules, such as “I always check my child’s work” (2.66, Moderate/Sometimes) and “I have difficulty understanding my child’s modules” (2.66, Moderate/Sometimes), also fall in the moderate range, reflecting occasional challenges in ensuring correct completion. Parents consistently express willingness to help (2.45, High/Often) and responsibility in managing modules (2.53, Moderate/Sometimes), showing a generally proactive role. Furthermore, motivational and collaborative behaviors, including encouraging the child to finish modules (3.87, Very High/Always) and seeking teacher support (3.45, Very High/Always), indicate strong engagement and communication with educators.

The overall weighted mean of 2.87, interpreted as “High / Mostly Sometimes-Observed,” implies that parents are generally involved in their child’s education but encounter occasional challenges related to workload, understanding educational content, and managing multiple modules. The results imply that while parents are willing and motivated to assist, support mechanisms from schools, such as capacity-building programs (3.62, Very High/Always) and teacher encouragement (3.87, Very High/Always), are essential for sustaining high parental involvement. The indicators suggest that parental support positively impacts children’s learning independence (3.66, Very High/Always) and that peer interactions among parents (3.62, Very High/Always) reinforce educational collaboration.

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TABLE 4

FREQUENCY AND PERCENTAGE OF LEARNERS' GRADES

Rating Scale	Frequency	Percentage (%)
Outstanding (O) 90–100	6	27.27%
Very Satisfactory (VS) 85–89	6	27.27%
Satisfactory (S) 80–84	9	40.91%
Fairly Satisfactory (FS) 75–79	0	0%
Did Not Meet Expectations (<75)	0	0%
Total	22	100%

This table presents Table 4: Frequency and Percentage of Learners' Grades, which summarizes the academic performance of 22 learners using a standard grading scale. The table categorizes grades into Outstanding (O), Very Satisfactory (VS), Satisfactory (S), Fairly Satisfactory (FS), and Did Not Meet Expectations, providing both frequency and percentage for each category. This allows for an overview of learners' achievement levels and identifies the distribution of performance across different grade ranges.

The data show that 6 learners, or 27.27%, achieved an Outstanding (O) rating of 90–100, reflecting high academic achievement. Similarly, another 6 learners (27.27%) obtained a Very Satisfactory (VS) rating of 85–89, indicating consistent performance slightly below the highest level. The majority of learners, 9 individuals or 40.91%, received a Satisfactory (S)

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rating of 80–84, suggesting that most learners meet the expected competencies but have room for improvement. Notably, no learners fell into the Fairly Satisfactory (FS) range of 75–79 or below 75, showing that all learners met the minimum academic expectations.

Overall, the distribution demonstrates that a combined 54.54% of learners achieved high performance (O and VS), while 40.91% achieved satisfactory performance. The absence of learners in the FS and below 75 categories indicates strong overall classroom achievement, with no students failing to meet expectations.

The overall pattern of grades implies that the learners' academic performance is generally strong, with an average grade tending toward the Satisfactory to Very Satisfactory range, reflecting consistent engagement and mastery of the curriculum. The result implies that instructional methods and classroom support are effectively facilitating learning, as no learner failed or performed below expectations. Furthermore, the relatively high proportion of Outstanding and Very Satisfactory grades (54.54%) suggests that a significant number of learners are excelling academically, while the majority achieving Satisfactory grades indicates opportunities for targeted support to elevate more learners to the highest performance tiers.

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TABLE 5

TEST OF RELATIONSHIP BETWEEN SCHOOL HEADS' INSTRUCTIONAL SUPERVISORY PRACTICES AND TEACHERS' SOCIO-EMOTIONAL COMPETENCE

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Instructional Supervisory Practices and Teachers' Socio-Emotional Competence	0.82	9.12	0.404	Reject Ho	Significant Relationship

This table presents Table 5: Test of Relationship Between School Heads' Instructional Supervisory Practices and Teachers' Socio-Emotional Competence, showing the statistical correlation between how school heads conduct instructional supervision and the socio-emotional competence of teachers. Using Pearson's r correlation and a t-test at a 0.05 significance level, the table identifies whether a significant relationship exists between the two variables, providing insight into how leadership practices may influence teacher performance and emotional skills.

The computed Pearson correlation coefficient ($r = 0.82$) indicates a strong positive relationship between school heads' instructional supervisory practices and teachers' socio-emotional competence. The computed t-value ($t = 9.12$) exceeds the table value at 0.05 significance (0.404), leading to the rejection of the null hypothesis (H_0). This suggests that teachers' socio-emotional competence tends to improve when school heads actively and

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effectively engage in instructional supervision.

The results imply that school heads' practices—such as mentoring, classroom observation, feedback, and support—have a measurable impact on teachers' confidence, self-awareness, social awareness, and relationship management. A strong correlation (0.82) highlights that these supervisory practices are not merely administrative tasks but play a critical role in fostering a supportive and emotionally intelligent teaching environment.

The result implies that instructional supervisory practices by school heads significantly influence teachers' socio-emotional competence. The high correlation suggests that effective supervision promotes self-awareness, self-management, social awareness, relationship management, and responsible decision-making among teachers. Consequently, schools that implement structured, consistent, and supportive supervisory practices can expect enhanced teacher well-being, better classroom management, and improved student outcomes. The overall result, embedded in the correlation coefficient of 0.82, implies a strong and significant relationship that supports leadership interventions targeting teachers' emotional and professional growth.

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TABLE 6

TEST OF RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND LEARNERS' ACADEMIC PERFORMANCE

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Parental Involvement in Child's Education and Learners' Grades	0.64	5.12	0.423	Reject Ho	Significant Relationship (Moderate Positive)

This table presents the Test of Relationship Between Parental Involvement and Learners' Academic Performance, which examines the statistical correlation between parents' active engagement in their child's education and the academic achievement of learners. Using Pearson's r correlation and a t-test at a 0.05 significance level, the table determines whether parental involvement significantly influences learners' grades, providing insights into the role of family support in academic success.

The computed Pearson correlation coefficient ($r = 0.64$) indicates a moderate positive relationship between parental involvement in a child's education and the learner's academic performance. The computed t-value ($t = 5.12$) exceeds the table value at 0.05 significance (0.423), leading to the rejection of the null hypothesis (H_0). This signifies that learners tend to perform better academically when their parents are actively involved in activities such as monitoring module completion, providing guidance, attending educational activities, and

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collaborating with teachers.

The results further show that parental engagement, including both motivational support and instructional assistance, plays an important role in facilitating learning. While the relationship is moderate, it highlights that learners benefit not only from school-based instruction but also from consistent parental support at home. This suggests that even occasional or partial involvement can have a meaningful impact on student outcomes.

The overall result, reflected in the correlation coefficient of 0.64, implies that parental involvement significantly contributes to learners' academic performance. The result implies that when parents participate in their child's education—through monitoring, guiding, and motivating—the child's grades improve. Although the relationship is moderate rather than strong, it emphasizes the value of active parental engagement, encouraging schools to implement programs that educate and empower parents to support learning effectively. The findings suggest that interventions aimed at increasing parental involvement may lead to better academic outcomes and stronger learner engagement.

CONCLUSION

Based on the results of this study, it can be concluded that school heads' instructional supervision skills and emotional competence, combined with active parental involvement, play a significant role in enhancing the academic performance of Grade 2 learners. Effective leadership and supportive supervision foster teacher growth and a positive learning environment, while engaged parents reinforce learning at home, creating a collaborative

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system that benefits both teachers and students. Collectively, these factors contribute to improved teaching quality, learner achievement, and the overall efficiency and effectiveness of the school system.

RECOMMENDATIONS

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

1. Teachers – The teacher should actively implement strategies to support learners’ socio-emotional development and provide consistent guidance in completing learning modules to enhance academic performance.
2. School Heads – The school heads should strengthen their instructional supervision and emotional competence by regularly conducting mentoring, classroom observations, and providing constructive feedback to support teacher growth and improve overall teaching quality.
3. Public Schools District Supervisor – The public schools district supervisor should provide continuous professional development programs and monitoring mechanisms to ensure that instructional supervision and teacher support practices are effectively implemented in all schools.
4. Parents – The parents should actively participate in their child’s learning by monitoring module completion, providing guidance, attending school activities, and collaborating with teachers to reinforce academic achievement at home.

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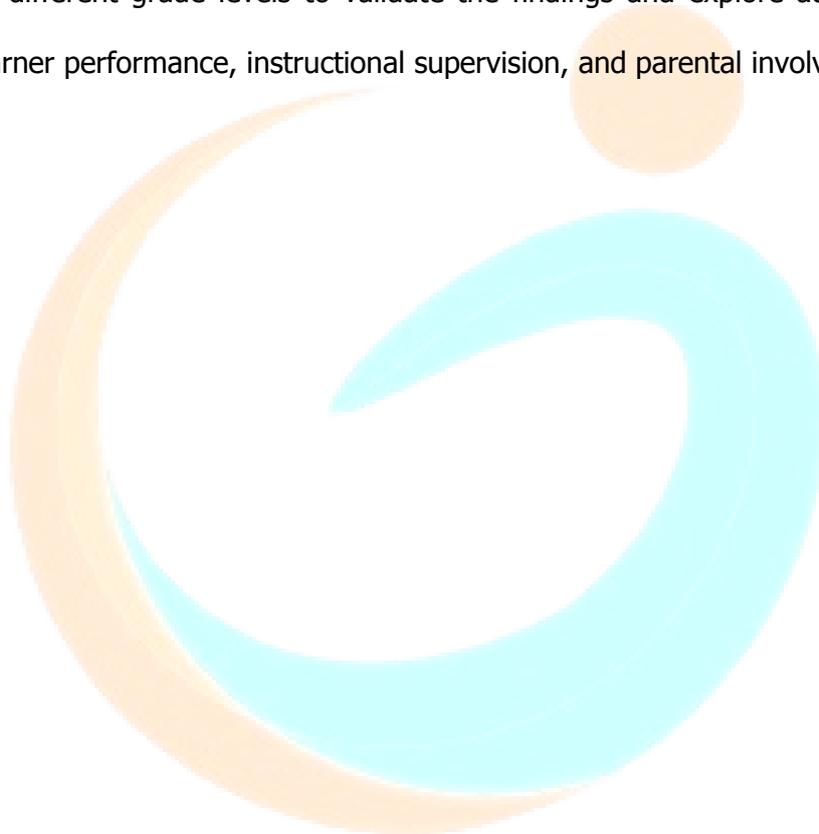
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5. Researcher – The researcher should use the findings to develop programs or workshops that enhance school leadership, teacher effectiveness, and parental involvement, thereby fostering holistic educational development for learners.

6. Future Researchers – Future researchers should conduct similar studies with larger samples or in different grade levels to validate the findings and explore additional factors influencing learner performance, instructional supervision, and parental involvement.



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