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## CONTINUOUS PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL SUPERVISION OF SCHOOL HEADS TO THE PERFORMANCE OF ELEMENTARY TEACHER: BASIS FOR SCHOOL-BASED IMPROVEMENT PLAN

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### ABSTRACT

This study determines the extent of instructional supervision of school head, level of professional development provided, and performance of elementary teachers based on classroom observation tool (COT) in selected schools in Albuera North District, Leyte Division. There are fifty (50) teachers and five (5) school heads involved in the study. The researcher utilized survey questionnaires adopted and modified by Daing (2017), entitled "School Administrators' Instructional Leadership Skills and Teachers' Performance and Efficacy in Senior High Schools in the National Capital Region, Philippines", while to determine the level of teachers' professional development provided by the school heads in the school, the researcher adapted the items and constructs in the OECD TALIS teacher questionnaire (OECD, 2019) and informed by Desimone's (2009) PD framework and Hattie & Timperley's (2007) feedback framework and classroom observation tool (COT). The findings of the study revealed a significant correlation between extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader, level of professional support

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mechanisms provided by the school heads to the teachers in terms of feedback quality and instructional support, professional development design and relevance, coaching and mentoring support, collaboration and professional learning communities, self-directed professional growth and institutional support and learning environment and performance of elementary teachers based on the Classroom Observation Tool (COT). This result indicates that instructional supervision plays a major role in improving teachers' professional growth and classroom instructional performance.

**Keywords:** *Continuous Professional Development, Instructional Supervision, School Heads, Performance, Elementary Teachers*

## INTRODUCTION

School heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive learning environment for effective teaching and learning. Through their quality leadership and management, the Department of Education (DepEd) can develop quality teachers and "holistic learners who are steeped in values, equipped with 21st century skills and able to propel the country to develop and progress" (DepEd Order No. 42, s. 2017). This is consonant with the DepEd's vision of producing "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DO No. 36, s. 2013).

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Teacher quality is vital in raising learner achievement. However, teachers alone cannot bring about substantive changes without effective leadership. The Organization for Economic Co-operation and Development (OECD, 2018, p. 20) states that the "quality of an education system depends on the quality of its teachers; but the quality of teachers cannot exceed the quality of the policies that shape their work environment in school and that guide their selection, recruitment and development".

To achieve the government's objective of delivering high quality basic education, school administrators play a crucial role in adapting to changes in the educational system. According to Republic Act 9155, also known as the Governance of Basic Education Act of 2001, the school head oversees both the administrative and academic operations of a single school or group of schools.

School administrators have a significant impact on educational policy, particularly when it comes to motivating teachers and enhancing the school environment (Jambo & Hongde, 2020). The correct mindset, attitudes toward employees, and motivation to increase performance and productivity are the foundations of effective leadership (Saah, 2017). However, school administrators have identified management, management challenges, and new learning trends as their top concerns (Morales & Sapin, 2020).

In the Philippine context, the role of school heads has evolved beyond administrative management to encompass instructional leadership, a shift that aligns with global trends emphasizing the importance of leadership in shaping teaching and learning outcomes (Hallinger, 2018; Santos, 2019). School heads are now expected to provide direction, support,

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and guidance to teachers, fostering an environment that promotes continuous professional growth and improved student achievement (Garcia & Cruz, 2020).

Instructional leadership encompasses a range of key responsibilities, including setting clear academic goals, overseeing the curriculum, monitoring teaching practices, and fostering a culture of teamwork and accountability. Research indicates that effective instructional leaders prioritize learning, invest in helping teachers develop their skills, and utilize data to inform their decisions (Ng, Nguyen, Wong, & Choy, 2020). In the Philippines, this kind of leadership is becoming even more important as schools face the challenges of educational reforms like the K to 12 Basic Education Program and the MATATAG Curriculum, which require school leaders to be flexible and deeply involved in instructional support (Del Rosario & Sarmiento, 2021).

Furthermore, instructional leadership helps foster a professional learning community, a place where teachers feel empowered to reflect on and improve their teaching. A study by Dela Cruz and Magsino (2022) found that when school heads actively observe classrooms, provide helpful feedback, and support ongoing teacher development, it boosts both teacher morale and student performance. In the era of remote and blended learning, school leaders have also had to adapt their styles to keep learning centered on students and ensure equal access to education (Bernardo, 2021). In short, instructional leadership remains a key force driving school improvement. As education continues to evolve, the ability of school heads to lead instructional change with vision, empathy, and data-driven decisions is vital for the sustained success of teaching and learning.

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One of the most important feedback items of school heads in the conduct of instructional supervision to teachers is to provide the appropriate program which will strengthen the professional growth and development. The education sector in the Philippines prioritizes the continuous enhancement of the teaching profession, as emphasized in the 1987 Philippine Constitution and supported by the Philippine Professional Standards for Teachers (PPST). The PPST, guided by DepEd Order No. 42, S. 2017, outlines the need for ongoing professional development to ensure teachers are well-prepared for the K to 12 Program. This professional development is crucial for improving teaching skills, increasing job satisfaction, and enabling collaboration among educators. Hence, this study was formulated to determine the extent of instructional supervision and level of continuous professional development conducted to teachers. A proposed school-based improvement plan was formulated based on the findings of the study.

This study determines the extent of instructional supervision of school head, level of professional development provided, and performance of teachers based on classroom observation tool (COT) in selected schools in Albuera North District, Leyte Division. The findings of the study were basis for the proposed school-based improvement plan.

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

1. What is the extent of instructional supervision of school head in terms of:
  - 1.1 resource provider
  - 1.2 instructional resource
  - 1.3 communicator, and

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- 1.4 visible leader?
- 2. What is the level of professional development provided to teachers?
- 3. What is the performance of teachers based on Classroom Observation Tool (COT)?
- 4. Is there a significant relationship between the extent of instructional supervision of school head and performance of teachers based on Classroom Observation Tool (COT)?
- 5. Is there a significant relationship between the extent of instructional supervision of school head and level of professional development provided to teachers?
- 6. What school-based improvement plan can be proposed based on the findings of this study?

## METHODOLOGY

**Design.** This study employed descriptive-correlational research design to determine the extent of instructional supervision of school head, level of professional development provided, and performance of teachers based on classroom observation tool (COT). This study is descriptive because it described the variables- extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader, level of continuous professional development conducted to teachers in terms of feedback quality and instructional support, professional development design and relevance, coaching and mentoring support, collaboration and professional learning communities, self-directed professional growth and institutional support and learning environment and performance of teachers based on the classroom observation tool (COT). Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study

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was conducted in selected schools of Albuera North District, Leyte Division with fifty (50) teachers and five (5) school heads. To gather the needed data for the study, the researcher utilized survey questionnaires. Part 1 of the survey is to determine the extent of instructional supervision of school heads adopted and modified by Daing (2017), entitled "School Administrators' Instructional Leadership Skills and Teachers' Performance and Efficacy in Senior High Schools in the National Capital Region, Philippines", while to determine the level of teachers' professional development provided by the school heads in the school, the researcher adapted the items and constructs in the OECD TALIS teacher questionnaire (OECD, 2019) and informed by Desimone's (2009) PD framework and Hattie & Timperley's (2007) feedback framework. Finally, to gather the data on the performance of teachers, the researcher collected the accomplished Classroom Observation Tools (COT) conducted by the school head in the last quarter of the school year.

**Sampling.** The fifty (50) teachers and five (5) school heads in selected schools of the identified district were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

**Research Procedure.** Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering

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activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. A permit from the respondents was asked which stipulates their consent to be included in the study. After the permit was approved, data gathering followed. The researcher distributed the survey to the teachers to evaluate the extent of instructional supervision of the school head. Moreover, teachers also were provided with survey on the level of continuous professional development they received from the school head. The respondents were given ample time to accomplish the survey. Then, the researcher gathered the result of the instructional supervision conducted by the school head in the last quarter of the school year using the classroom observation tool (COT) and used this to determine the performance of teachers. After accomplishing the survey, it was collected, tabulated, and submitted for statistical treatment.

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

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**Treatment of Data.** The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage was employed to evaluate the extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader, level of continuous professional development conducted to teachers in terms of feedback quality and instructional support, professional development design and relevance, coaching and mentoring support, collaboration and professional learning communities, self-directed professional growth and institutional support and learning environment and performance of teachers based on the classroom observation tool (COT). Pearson r was used to determine the significant relationship between the dependent (teachers' continuous professional development and extent of instructional supervision of school head) and independent variables (performance of teachers based on COT).

## RESULTS AND DISCUSSION

**Table 1**

**Extent of Instructional Supervision of School Heads**

Domain	Indicator	Weighted Mean	Interpretation
<b>A. Resource Provider</b>	1. Updates teachers on current research and practices	4.88	Very High
	2. Helps find alternative teaching materials	4.96	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	3. Keeps abreast of educational changes and innovations	4.94	Very High
	4. Fosters team building and collaboration	4.90	Very High
	5. Helps teachers share best practices	4.88	Very High
	6. Assists in accessing professional resources	4.90	Very High
	7. Recommends/purchases instructional materials	4.90	Very High
	8. Ensures availability of instructional materials	4.90	Very High
	9. Shares information through trainings and communication	4.86	Very High
	10. Inspects instructional equipment	4.88	Very High
<b>Factor Mean (Resource Provider)</b>		<b>4.90</b>	<b>Very High</b>
<b>B. Instructional Resource</b>	11. Participates in workshops and conferences	4.84	Very High
	12. Evaluates instructional programs and applies remediation	4.86	Very High
	13. Facilitates professional learning among colleagues	4.86	Very High
	14. Analyzes data on teaching and learning quality	4.88	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	15. Develops tests and evaluates curriculum effectiveness	4.52	Very High
	16. Conducts teacher training programs	4.76	Very High
	17. Observes teachers' performance for evaluation	4.90	Very High
	18. Assists teachers in classroom management	4.86	Very High
	19. Interprets test results to assess learners	5.00	Very High
	20. Shares instructional strategies and lesson planning	4.96	Very High
<b>Factor Mean (Instructional Resource)</b>		<b>4.85</b>	<b>Very High</b>
<b>C. Communicator</b>	21. Models effective communication and leadership skills	5.00	Very High
	22. Provides constructive feedback to colleagues	4.96	Very High
	23. Holds meetings on instructional concerns	4.86	Very High
	24. Organizes information for meetings	4.94	Very High
	25. Builds climate of trust and reflection	4.96	Very High
	26. Motivates teachers for instructional improvement	4.92	Very High
	27. Collaborates in instructional planning	4.92	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	28. Leads formal and informal discussions	4.94	Very High
	29. Serves as team leader in curriculum implementation	4.86	Very High
	30. Shows collegiality with stakeholders	4.88	Very High
<b>Factor Mean (Communicator)</b>		<b>4.93</b>	<b>Very High</b>
<b>D. Visible Leader</b>	31. Participates in in-service activities	4.94	Very High
	32. Arrives punctually to work and meetings	4.86	Very High
	33. Attends instructional meetings	4.96	Very High
	34. Participates in parent-teacher meetings	4.96	Very High
	35. Accessible to teachers for curriculum concerns	4.94	Very High
	36. Participates in school activities	4.86	Very High
	37. Gives positive feedback to teachers	4.92	Very High
	38. Mediates parent conferences when needed	4.96	Very High
	39. Acknowledges quality of outputs	4.86	Very High
	40. Available for meetings with stakeholders	4.86	Very High
<b>Factor Mean (Visible Leader)</b>		<b>4.91</b>	<b>Very High</b>
<b>Overall Weighted Mean</b>		<b>4.91</b>	<b>Very High</b>

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### **LEGEND (5-Point Likert Scale)**

<b>RANGES</b>	<b>INTERPRETATION</b>
<b>4.21 – 5.00</b>	<i>Very High (Always Observed)</i>
<b>3.26 – 4.20</b>	<i>High (Often Observed)</i>
<b>2.51 – 3.25</b>	<i>Moderate (Sometimes Observed)</i>
<b>1.76 – 2.50</b>	<i>Low (Rarely Observed)</i>
<b>1.00 – 1.75</b>	<i>Very Low (Never Observed)</i>

Table 1 presents the extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader. It was revealed on the table that the extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader received an overall weighted mean of 4.90 (Very High). This indicates that school leaders effectively perform their roles as resource providers, instructional resources, communicators, and visible leaders. The consistently high ratings suggest that instructional leaders foster supportive learning environments, encourage professional collaboration, and maintain strong communication and visibility within the school community. These practices are essential in improving teacher performance, instructional quality, and learner achievement. The findings further imply that effective instructional leadership contributes significantly to school improvement efforts. When school leaders actively support teachers through resources, communication, instructional guidance, and professional engagement, teachers become more motivated and capable of delivering quality

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instruction to learners. These findings affirm that effective communication is a critical component of instructional leadership. According to Leithwood, Harris, and Hopkins (2020), school leaders who establish open communication and collaborative relationships create positive school climates that enhance teacher motivation and instructional effectiveness.

**Table 2**

**Level of Continuous Professional Development of Teachers**

Factor	Indicator	Weighted Mean	Interpretation
<b>Feedback Quality and Instructional Support</b>	1. Specific, actionable feedback on instruction	5.00	Very High
	2. Timely feedback after lesson observation	4.96	Very High
	3. Feedback focuses on student learning outcomes	5.00	Very High
	4. Feedback includes practical examples/demonstrations	5.00	Very High
	5. Follow-up coaching after feedback	4.96	Very High
	6. Feedback allows dialogue and co-created solutions	5.00	Very High
	7. Feedback based on classroom evidence	5.00	Very High
<b>Factor Mean</b>		<b>4.99</b>	<b>Very High</b>

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Factor	Indicator	Weighted Mean	Interpretation
<b>Professional Development (PD) Design and Relevance</b>	8. PD addresses identified instructional needs	4.96	Very High
	9. PD offers active practice (microteaching/simulation)	5.00	Very High
	10. PD is data-informed	5.00	Very High
	11. PD includes structured follow-up	5.00	Very High
	12. Teachers can select PD topics	5.00	Very High
	13. PD schedule allows application in classroom	5.00	Very High
	<b>Factor Mean</b>		<b>4.99</b>
<b>Coaching and Mentoring Support</b>	14. Regular mentoring from master teachers	4.86	Very High
	15. Coaching includes modeling strategies	4.92	Very High
	16. Mentoring supports practical lesson application	5.00	Very High
	17. Observation of exemplary teaching	4.96	Very High
	18. Coaching focuses on student learning	5.00	Very High
	<b>Factor Mean</b>		<b>4.95</b>
	19. Collaborative lesson planning	4.94	Very High

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Factor	Indicator	Weighted Mean	Interpretation
<b>Collaboration and Professional Learning Communities</b>	20. Lesson study/PLC improves reflection	5.00	Very High
	21. Peer observations provide useful feedback	4.96	Very High
	22. Collaboration improves classroom practice	4.96	Very High
<b>Factor Mean</b>		<b>4.97</b>	<b>Very High</b>
<b>Self-Directed Professional Growth</b>	23. Sets professional learning goals	4.90	Very High
	24. Reflects on student outcomes regularly	4.88	Very High
	25. Seeks learning resources independently	4.96	Very High
	26. Encouraged to try new strategies	4.96	Very High
<b>Factor Mean</b>		<b>4.93</b>	<b>Very High</b>
<b>Institutional Support and Learning Environment</b>	27. Time provided for collaboration and coaching	4.94	Very High
	28. Availability of materials and resources	4.88	Very High
	29. Recognition of teacher professional growth	4.94	Very High

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Factor	Indicator	Weighted Mean	Interpretation
	30. Instructional leadership improves teaching and learning	4.96	Very High
<b>Factor Mean</b>		<b>4.93</b>	<b>Very High</b>
<b>Overall Weighted Mean</b>		<b>4.93</b>	<b>Very High</b>

**LEGEND (5-Point Likert Scale)**

<b>RANGES</b>	<b>INTERPRETATION</b>
<b>4.21 – 5.00</b>	<i>Very High (Always Observed)</i>
<b>3.26 – 4.20</b>	<i>High (Often Observed)</i>
<b>2.51 – 3.25</b>	<i>Moderate (Sometimes Observed)</i>
<b>1.76 – 2.50</b>	<i>Low (Rarely Observed)</i>
<b>1.00 – 1.75</b>	<i>Very Low (Never Observed)</i>

Table 2 presents the respondents’ assessment of the different factors related to instructional supervision and professional support mechanisms provided by the school heads to the teachers in terms of feedback quality and instructional support, professional development design and relevance, coaching and mentoring support, collaboration and professional learning communities, self-directed professional growth and institutional support and learning environment. The results revealed that the level of professional development provided by school heads to teachers in terms of feedback quality and instructional support, professional development design and relevance, coaching and mentoring support,

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collaboration and professional learning communities, self-directed professional growth and institutional support and learning environment received an overall weighted mean of 4.93, interpreted as Very High. This result indicate that respondents strongly perceived that the school effectively implements quality instructional supervision, professional development, coaching, collaboration, and institutional support mechanisms that contribute to teacher growth and instructional improvement. The findings further suggest that strong instructional leadership and supportive professional learning environments contribute significantly to improving teacher performance and learner achievement. When teachers receive quality feedback, mentoring, and opportunities for collaboration and self-growth, they become more capable of implementing effective instructional practices that positively impact student learning outcomes. The findings support the study of Leithwood, Harris, and Hopkins (2020), which emphasized that supportive instructional leadership and positive school learning environments significantly contribute to teacher effectiveness and school improvement. Further, Darling-Hammond, Hylar, and Gardner (2017) found that effective professional development programs are sustained, collaborative, data-driven, and classroom-focused. Their study concluded that professional development activities that involve active learning and follow-up coaching positively influence instructional quality. Kraft, Blazar, and Hogan (2018) reported that instructional coaching has substantial positive effects on teachers' instructional practices and student achievement. Their meta-analysis revealed that coaching programs that include modeling, mentoring, and continuous feedback contribute significantly to professional growth.

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**Table 3**

**Classroom Observation Result of Teachers**

<b>Indicator</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. Applied knowledge of content within and across curriculum teaching areas.	6.76	Very High
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	6.60	Very High
3. Applied strategies to develop critical, creative, and higher-order thinking skills.	6.46	Very High
4. Managed classroom structure to engage learners in hands-on activities.	6.72	Very High
5. Managed learner behavior constructively using positive discipline.	6.76	Very High
6. Used differentiated, developmentally appropriate learning experiences.	6.52	Very High
7. Implemented developmentally sequenced teaching and learning processes.	6.56	Very High
8. Selected and used appropriate teaching and learning resources including ICT.	6.38	Very High
9. Designed assessment strategies consistent with curriculum requirements.	6.60	Very High
<b>Overall Weighted Mean</b>	<b>6.59</b>	<b>Very High</b>

**LEGEND:**

**RANGES      INTERPRETATION**

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**6.50 – 7.00** *Very High (Highly Evident)*

**5.50 – 6.49** *High (Evident)*

**4.50 – 5.49** *Moderate (Moderately Evident)*

**3.50 – 4.49** *Low (Rarely Evident)*

**3.00 – 3.49** *Very Low (Not Evident)*

Table 3 presents the result of the instructional supervision conducted by the school heads in the last quarter of school year 2025-2026 based on Classroom Observation Tool (COT). It was revealed that the respondents were rated and received an overall weighted mean of 6.59 which is interpreted as Very High. This indicates that teachers effectively implement learner-centered teaching strategies, maintain positive classroom environments, utilize differentiated instruction, integrate instructional resources, and apply curriculum-aligned assessment practices. The results further imply that teachers are professionally competent in delivering quality instruction that promotes learner engagement, critical thinking, literacy and numeracy development, and positive classroom behavior. The consistently high ratings also suggest that the school provides a supportive instructional environment that enhances teacher performance and professional growth. The findings affirm that effective teaching practices significantly contribute to improved learner achievement and overall educational quality. When teachers possess strong pedagogical knowledge, instructional skills, and classroom management competencies, they are more capable of facilitating meaningful and effective learning experiences for students.

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**Table 4**

**Test of Relationship Between Variables**

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Instructional Supervision of School Heads (Table 1) and Continuous Professional Development of Teachers (Table 2)	0.91	9.84	1.96	Reject Ho	Significant Relationship (Very Strong Positive)
Instructional Supervision of School Heads (Table 1) and Classroom Observation Result (Table 3)	0.88	8.72	1.96	Reject Ho	Significant Relationship (Very Strong Positive)

Table 4 presents the test of relationship between the extent of instructional supervision of school heads; level of continuous professional development provided to teachers and performance of teachers based on Classroom Observation Tool (COT). It was revealed on the table that the extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader and level of professional support mechanisms provided by the school heads to the teachers in terms of feedback quality and instructional support, professional development design and relevance, coaching and

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mentoring support, collaboration and professional learning communities, self-directed professional growth and institutional support and learning environment received a computed t of 9.84 which is greater than the table value of 1.96 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader and level of professional support mechanisms provided by the school heads to the teachers in terms of feedback quality and instructional support, professional development design and relevance, coaching and mentoring support, collaboration and professional learning communities, self-directed professional growth and institutional support and learning environment. The r value of 0.91 shows a very strong positive correlation between the variables. This indicates that effective instructional supervision by school heads is strongly associated with improved teacher professional development and enhanced classroom instructional performance. The result further implies that instructional supervision serves as an important mechanism in encouraging teachers to participate in professional development activities, reflective practices, instructional enhancement, and lifelong learning. Teachers who receive meaningful supervision and support from school heads are more likely to improve their pedagogical skills, instructional strategies, and classroom practices. This finding supports the study of Darling-Hammond, Hyler, and Gardner (2017), which emphasized that effective instructional leadership and sustained professional development significantly improve teacher effectiveness and instructional quality. Their study found that supportive supervision and continuous

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professional learning opportunities positively influence teachers' competencies and classroom practices.

Moreover, this table also presents the relationship between the extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader and performance of teachers based on the Classroom Observation Tool (COT). It was revealed that the extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader and performance of teachers based on the Classroom Observation Tool (COT) received a computed t of 8.72 which is greater than the table value of 1.96 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader and performance of teachers based on the Classroom Observation Tool (COT). The r value of 0.88 shows a very strong correlation between the variables. This finding indicates that effective instructional supervision by school heads is strongly associated with higher classroom observation ratings and improved teaching performance. The very strong positive correlation suggests that teachers who receive effective instructional supervision tend to demonstrate better classroom management, instructional delivery, assessment practices, learner engagement, and pedagogical competence during classroom observations.

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## Conclusion

The findings of the study revealed a significant correlation between extent of instructional supervision of school head as resource provider, instructional resource, communicator and visible leader, level of professional support mechanisms provided by the school heads to the teachers in terms of feedback quality and instructional support, professional development design and relevance, coaching and mentoring support, collaboration and professional learning communities, self-directed professional growth and institutional support and learning environment and performance of teachers based on the Classroom Observation Tool (COT). This result indicates that instructional supervision plays a major role in improving teachers' professional growth and classroom instructional performance. The findings suggest that when school heads effectively perform instructional supervision functions such as classroom observation, feedback provision, coaching, mentoring, monitoring, and professional support, teachers become more professionally competent and instructionally effective. Effective supervision promotes reflective practice, professional collaboration, instructional improvement, and accountability among teachers. The results further imply that strengthening instructional supervision practices within schools may contribute to higher teacher performance, improved classroom instruction, and better learner outcomes. School heads therefore play a vital role in fostering professional learning environments that support teacher development and educational quality.

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## Recommendations

1. Teachers and school heads should implement the proposed school-based improvement plan to attain educational goals of the school.
2. School heads should continue strengthening instructional supervision practices by conducting regular classroom observations, instructional monitoring, coaching sessions, and feedback conferences.
3. Schools should provide more relevant, responsive, and sustainable professional development activities aligned with teachers' instructional needs and classroom challenges.
4. School heads and master teachers may establish stronger coaching and mentoring programs to provide teachers with individualized instructional support.
5. Teachers may be encouraged to reflect on observation feedback and develop professional improvement plans based on identified instructional needs.
6. Teachers should be encouraged to participate actively in collaborative learning activities such as Learning Action Cells (LAC), Professional Learning Communities (PLCs), peer coaching, lesson study, and collaborative lesson planning.
7. School heads should ensure that feedback provided during instructional supervision is timely, specific, evidence-based, and developmental in nature.
8. Educational authorities may provide school heads with continuous leadership training focusing on instructional supervision, teacher coaching, curriculum leadership, and data-

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driven instructional decision-making to further enhance their effectiveness as instructional leaders.

9. Future researchers may conduct similar studies using additional variables such as teacher motivation, learner academic achievement, school climate, and organizational support.



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## AUTHOR'S PROFILE



**MS. ROWENA P. OROSA**

Rowena P. Orosa, born on January 19, 1996, in Kananga, Leyte, is a passionate educator recognized for her unwavering dedication to fostering lifelong learning and empowering her students. Her journey in education began at Tugbong Elementary School, followed by her formative years at Kananga National High School. During her early years, involvement in academics and community activities broadened her experiences, cultivating both her personal growth and resilience.

Rowena furthered her academic journey at Eastern Visayas State University–Ormoc City Campus (EVSU-OCC), where she earned her Bachelor of Elementary Education in 2018. Dedicated to her studies, she was awarded a congressional scholarship, which played a crucial role in supporting her pursuit of higher education and shaping her character. In the same year, she successfully passed the Licensure Examination for Teachers (LET), officially launching her professional teaching career.

Despite the demands of being a full-time mother to her son, Jayden Rowan, and being assigned to a school far from her home, Rowena has consistently pursued professional growth.

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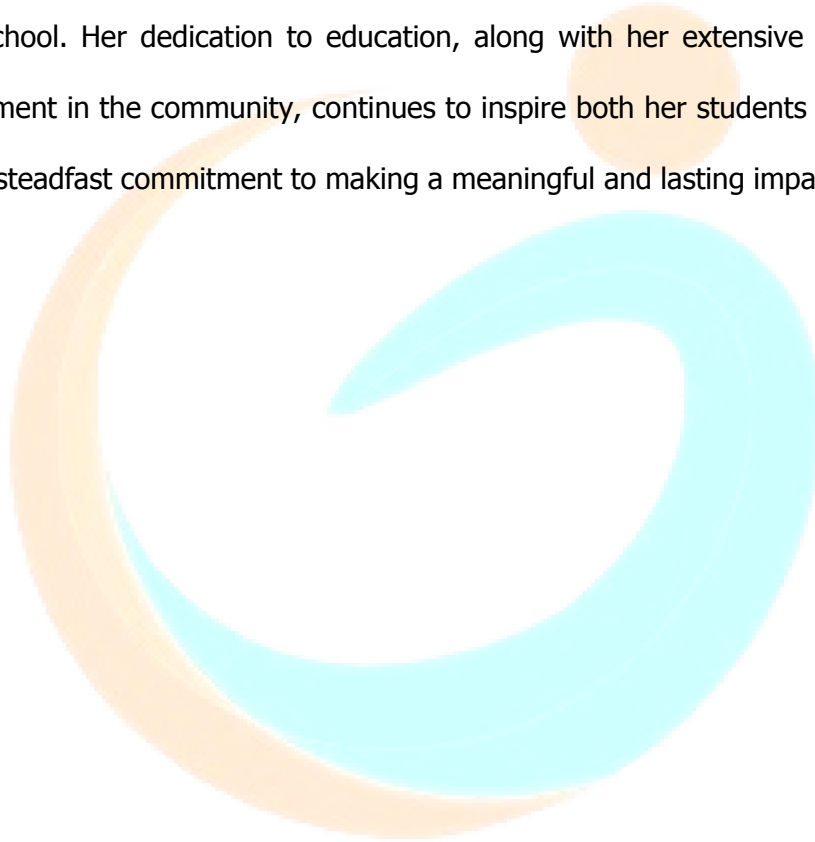
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Committed to lifelong learning, she enrolled in a Master of Arts in Education (MAEd) program, majoring in School Administration and Supervision. Drawing motivation from her diverse experiences and the support of the communities she engaged with through academics and sports, she successfully completed all academic requirements for her MAEd in May 2024. Currently, Rowena serves as a respected Kindergarten and subject teacher at Panhugan Elementary School. Her dedication to education, along with her extensive experience and active involvement in the community, continues to inspire both her students and colleagues, reflecting her steadfast commitment to making a meaningful and lasting impact in the field of education.



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