



INSTRUCTIONAL SUPERVISORY COMPETENCE OF SCHOOL HEADS AND PERFORMANCE OF TEACHERS

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ABSTRACT

This study determined the significant relationship between Instructional Supervisory Competence of School Heads and Its Relationship to Teachers' classroom observation practices. A proposed Instructional Supervisory plan was formulated based on the result of the study. The researcher employed a descriptive–correlational design with an explanatory, mixed-methods extension. The descriptive component documented the current level of instructional supervisory competence among school administrators and the prevailing state of teachers' classroom observation practices. The correlational component tested the degree and direction of relationships between administrators' supervisory competence (independent variable) and teachers' instructional performance (dependent variable). To enrich understanding and explain the quantitative results, a small qualitative phase (semi-structured interviews or focus groups) followed the quantitative analysis, consistent with an explanatory sequential mixed-methods approach. This design was appropriate because it permitted the measurement of naturally occurring variables without manipulation and provided practical, actionable findings for policy and practice. The test of relationship examined the association

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between school heads' instructional supervisory practices and teachers' classroom observation practices among Teachers I to III and Master Teachers. The analysis considered correlation measures, tests of significance, decisions on the null hypothesis, and interpretations of the results. The findings revealed a very strong and statistically significant positive relationship between school heads' instructional supervisory practices and the classroom observation practices of Teachers I to III. This indicates that effective instructional supervision by school heads is closely associated with improved classroom performance among teachers in the early teaching ranks. Similarly, a very strong and statistically significant positive relationship was observed between school heads' instructional supervisory practices and the classroom observation practices of Master Teachers. This suggests that strong instructional supervision is also closely linked to exemplary classroom practices among more experienced teachers. Overall, the results demonstrate consistently strong positive relationships between school heads' instructional supervisory practices and teachers' classroom observation practices across all teaching levels. These findings imply that improvements in instructional supervisory competence of school heads contribute to enhanced classroom performance, professional growth, and instructional effectiveness of teachers, regardless of their teaching position.

Keywords: *Instructional Supervisory Competence, School heads, Classroom Observation, Practices*

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INTRODUCTION

The importance of supervisory competence among school administrators plays a pivotal role in shaping the instructional performance of teachers, particularly within the framework of the Enhanced K to 10 Curriculum. Effective supervision goes beyond mere oversight—it involves mentoring, coaching, and providing constructive feedback that empowers teachers to refine their pedagogical strategies. When administrators demonstrate strong leadership, clear communication, and a deep understanding of curriculum standards, they create an environment where teachers feel supported and motivated to deliver high-quality instruction. This becomes especially crucial in the context of the new curriculum, where many teachers are still in the process of mastering the adjustments required to improve teaching and learning outcomes.

School administrators who actively engage with teachers through classroom observations, collaborative planning, and professional development initiatives foster a culture of continuous improvement. Their competence is reflected in their ability to identify instructional gaps and recommend targeted interventions. Such proactive supervision enhances teaching practices, boosts teacher confidence, and promotes morale. When teachers perceive that their administrators are genuinely invested in their professional growth, they are more likely to innovate and adapt to the evolving demands of the Enhanced K to 10 Curriculum. The interrelationship between supervisory competence and instructional performance underscores the importance of clear expectations, modeling of best practices,

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and provision of timely resources. Competent supervision ensures that instructional delivery aligns with curriculum goals and effectively.

Moreover, supervisory competence significantly contributes to teacher professional development and morale. Administrators who recognize and nurture teacher strengths while addressing areas for improvement create an atmosphere of trust and collaboration. This supportive environment leads to enhanced instructional performance as teachers feel valued and empowered in their roles. Professional development programs led by competent supervisors—such as mentoring, peer observation, and skill-based workshops—build teacher capacity and encourage the sharing of best practices across the school community.

One of the major challenges encountered in implementing the Enhanced K to 10 Curriculum is the lack of adequate training and preparation among teachers, as well as the limited availability of learning resources and funding. While the curriculum promotes learner-centered and competency-based instruction, many teachers face difficulties adapting due to minimal exposure to new pedagogical approaches. Professional development initiatives are often irregular or insufficient, leaving teachers without the necessary tools to effectively deliver the curriculum. This training gap results in inconsistent instructional quality and decreased student engagement.

Additionally, there is a persistent shortage of instructional materials and resources. The Enhanced K to 10 Curriculum requires varied learning tools—including textbooks, digital resources, and laboratory equipment—to support its holistic objectives. However, many schools, especially those in remote or underfunded areas, struggle with resource constraints

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that impede effective instruction. Teachers are often compelled to improvise or rely on outdated materials, compromising the depth and relevance of instruction. This inequity in access to quality resources contributes to disparities in student learning outcomes.

Administrative and supervisory challenges further compound the problem. Some school administrators lack the necessary supervisory competence to guide teachers effectively through curriculum transitions. Without clear instructional leadership, teachers may feel uncertain or unsupported in meeting curriculum expectations. The absence of systematic classroom observations and feedback mechanisms can lead to stagnation in teaching practices. Effective supervision is critical not only for monitoring teacher performance but also for fostering professional growth and accountability.

This study determined the significant relationship between Instructional Supervisory Competence of School Heads and Its Relationship to Teachers' classroom observation practices. 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 extent of Instructional Supervisory competence 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?

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2. What is the performance of the elementary Teachers based on COT?
3. Is there a significant relationship between the Instructional Supervisory competence and performance of the Elementary 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 the Instructional Supervisory competence and performance of the Elementary teachers.

METHODOLOGY

Design. The researcher employed a descriptive–correlational design with an explanatory, mixed-methods extension. The descriptive component documented the current level of instructional supervisory competence among school administrators and the prevailing state of teachers’ classroom observation practices. The correlational component tested the degree and direction of relationships between administrators’ supervisory competence (independent variable) and teachers’ instructional performance (dependent variable). To enrich understanding and explain the quantitative results, a small qualitative phase (semi-structured interviews or focus groups) followed the quantitative analysis, consistent with an explanatory sequential mixed-methods approach. This design was appropriate because it permitted the measurement of naturally occurring variables without manipulation and provided practical, actionable findings for policy and practice.

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The main locale of the study was in Hmarco, Tinago and Liberty Elementary Schools in the schools Division of Ilayte. The respondents of the study were the Head Teachers and Elementary Teachers. The information for the analysis will be gathered using two (2) distinct survey instruments: The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge Head Teachers' level of instructional supervisory skills and another to assess teachers' instructional performance based on the Classroom Observation Tool (COT). The assessment of the school head's instructional supervisory competence, as rated by teachers, was conducted using the Instructional Supervisory Tool (IST) developed by DepEd, Cagayan Valley (2019). The survey consisted of 12 items using a 4-point Likert scale that asked participants to rate instructional supervisory competence across three domains: (1) Preparation and Planning, (2) Observation, and (3) Assessing and Reporting of Learning Outcomes. The scale ranged from 4 (Highly Proficient), 3 (Proficient), 2 (Basic), to 1 (Below Basic).

The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were the Head Teachers and Elementary Teachers. There were 3 School heads and 23 Teachers.

Research Procedure. To gather the necessary data within one month (30 days), the researcher asked permission from the Schools Division Office headed by the School Division

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Superintendent through a transmittal letter. The same letter was given to the Public-School District Supervisor, School Principal, and the teachers under their supervision.

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

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 employed to determine the Instructional Supervisory competence of School Administrators and Its Relationship to Teachers' Instructional Performance in the Enhanced K to 10 Curriculum.

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Pearson r Moment Correlation Coefficient used to determine the significant relationship between the Instructional Supervisory competence of School Administrators and Its Relationship to Teachers' Instructional Performance in the Enhanced K to 10 Curriculum

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 teachers' instructional needs.	4.00	Very High
	Shows evidence in providing technical assistance on the preparation of lesson plans and assessment materials.	4.00	Very High
	Shows evidence of monitored preparation of appropriate, adequate, and economical instructional materials that suit the learners' diverse needs.	4.00	Very High
	Conducts pre-observation conference with the teachers.	4.00	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
Observation	Records actual observation of teaching-learning process using appropriate forms.	4.00	Very High
	Evaluates congruency of lesson plan, references, instructional material, learning strategies, techniques, and assessment tools used.	4.00	Very High
	Evaluates teaching-learning process based on the learning outcomes.	3.96	Very High
	Ensures that content standards, performance standards, and learning competencies of learning areas are based on the curriculum.	4.00	Very High
	Guides the teacher in enriching/enhancing the curriculum based on the learner's context and local needs.	3.96	Very High
	Reinforces strengths of the teacher.	3.96	Very High
	Assessing and Reporting of Learning Outcomes	Evaluates assessment done during the teaching-learning process.	3.96

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
	Ensures the test results are analyzed and interpreted.	3.96	Very High
	Helps the teacher develop interventions for least mastered competencies.	3.88	Very High
	Overall Weighted Mean	3.98	Very High
Leadership Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)

Legend (4-Point Likert Scale)

- 3.26 – 4.00 = Very High (Strongly Agree / Highly Observed)
- 2.51 – 3.25 = High (Agree / Moderately Observed)
- 1.76 – 2.50 = Moderate (Neutral / Fairly Observed)
- 1.00 – 1.75 = Low (Disagree / Less Observed)

This table presents the instructional supervisory practices of school heads in terms of Preparation and Planning, Observation, and Assessing and Reporting of Learning Outcomes, as reflected by the weighted mean ratings and their corresponding interpretations based on a 4-point Likert scale. The table highlights how school heads carry out supervisory functions

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that support teachers' instructional performance and the effective implementation of curriculum programs.

As shown in the table, the Preparation and Planning dimension obtained consistently very high ratings (WM = 4.00) across all indicators. School heads were rated very highly in approving instructional supervisory plans aligned with teachers' needs, providing technical assistance in lesson planning and assessment preparation, monitoring instructional materials suited to diverse learners, and conducting pre-observation conferences. These results indicate that school heads demonstrated strong leadership in establishing a solid instructional foundation prior to classroom implementation.

Similarly, the Observation dimension yielded very high ratings, with weighted means ranging from 3.96 to 4.00. School heads consistently recorded classroom observations using appropriate tools, evaluated the alignment of lesson plans with instructional strategies and assessment methods, ensured adherence to curriculum standards, guided teachers in contextualizing instruction, and reinforced teachers' strengths. In addition, the dimension on Assessing and Reporting of Learning Outcomes also received very high ratings (WM = 3.88 to 3.96), indicating that school heads actively evaluated classroom assessments, ensured analysis and interpretation of test results, and assisted teachers in developing interventions for least-mastered competencies.

Overall, the table reveals an overall weighted mean of 3.98, interpreted as Very High, across all leadership dimensions. The result implies that school heads consistently and

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effectively practiced instructional supervision in all areas assessed. This very high overall average suggests that instructional supervisory practices were highly observed and strongly implemented, contributing to improved instructional quality, teacher support, and learner outcomes within the school system

TABLE 2

**WEIGHTED MEANS OF TEACHERS' CLASSROOM OBSERVATION PRACTICES (PPST)
– T1-T3**

PPST Domain / Indicator	Weighted Mean (6-Point Likert Scale)	Interpretation (7-Point Likert Scale)
Apply knowledge of content within and across curriculum teaching areas (1.1.2)	5.90	Very High
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy (1.4.2)	5.90	Very High
Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (1.5.2)	5.67	Very High
Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (2.3.2)	5.71	Very High

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PPST Domain / Indicator	Weighted Mean (6-Point Likert Scale)	Interpretation (7-Point Likert Scale)
Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (2.6.2)	5.71	Very High
Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (3.1.2)	5.62	Very High
Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts (4.1.2)	5.62	Very High
Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals (4.5.2)	5.52	Very High
Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements (5.1.2)	5.62	Very High
Overall Weighted Mean	5.66	Very High

7-Point Likert Scale Interpretation

- 6.26 – 7.00 = Exemplary / Highly Observed
- 5.51 – 6.25 = Very High / Strongly Observed
- 4.76 – 5.50 = High / Moderately Observed

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- 4.01 – 4.75 = Proficient / Observed
- 3.26 – 4.00 = Developing / Fairly Observed
- 2.51 – 3.25 = Beginning / Less Observed
- 1.00 – 2.50 = Unsatisfactory / Not Observed

This table presents the Weighted Means of Teachers' Classroom Observation Practices (PPST) for T1–T3, highlighting teachers' performance across selected Philippine Professional Standards for Teachers (PPST) domains as observed in the classroom. The indicators reflect key areas of teaching competence, including content knowledge, instructional strategies, classroom management, learner diversity, planning, use of resources, and assessment practices, as measured using a 6-point Likert scale and interpreted through a 7-point scale.

As shown in the table, all PPST indicators obtained very high ratings, with weighted means ranging from 5.52 to 5.90. Teachers demonstrated very strong competence in applying content knowledge within and across curriculum areas (WM = 5.90) and in using teaching strategies that enhance learner achievement in literacy and numeracy (WM = 5.90). High levels of performance were also evident in the application of strategies that promote critical and creative thinking (WM = 5.67), as well as in managing classroom structure and learner behavior constructively (WM = 5.71), indicating effective classroom environments that support active learning.

Moreover, teachers were rated very highly in using differentiated and developmentally appropriate learning experiences to address learner diversity (WM = 5.62) and in planning and implementing sequenced teaching–learning processes aligned with curriculum

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requirements (WM = 5.62). The selection and use of appropriate teaching and learning resources, including ICT (WM = 5.52), as well as the design and use of diagnostic, formative, and summative assessments (WM = 5.62), further reflect strong instructional competence and adherence to PPST standards among teachers in the study.

Overall, the table reveals an overall weighted mean of 5.66, interpreted as Very High. The result implies that teachers' classroom observation practices across all PPST domains were strongly observed and consistently demonstrated. The very high ratings across all indicators suggest that teachers possessed strong instructional skills, effectively managed classroom environments, addressed learner diversity, utilized appropriate resources, and implemented sound assessment practices, all of which contribute positively to teaching effectiveness and learner achievement.

TABLE 3
WEIGHTED MEANS OF TEACHERS' CLASSROOM OBSERVATION PRACTICES (PPST)
– MT

PPST Domain / Indicator	Weighted Mean (8-Point Likert Scale)	Interpretation (8-Point Likert Scale)
Apply knowledge of content within and across curriculum teaching areas (1.1.2)	8.00	Exemplary
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy (1.4.2)	8.00	Exemplary

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PPST Domain / Indicator	Weighted Mean (8-Point Likert Scale)	Interpretation (8-Point Likert Scale)
Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (1.5.2)	7.50	Exemplary
Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (2.3.2)	7.50	Exemplary
Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (2.6.2)	7.50	Exemplary
Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (3.1.2)	7.50	Exemplary
Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts (4.1.2)	8.00	Exemplary
Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals (4.5.2)	8.00	Exemplary
Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements (5.1.2)	8.00	Exemplary

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PPST Domain / Indicator	Weighted Mean (8-Point Likert Scale)	Interpretation (8-Point Likert Scale)
Overall Weighted Mean	7.72	Exemplary

8-Point Likert Scale Interpretation

- 7.26 – 8.00 = Exemplary / Highly Observed
- 6.51 – 7.25 = Very High / Strongly Observed
- 5.76 – 6.50 = High / Moderately Observed
- 5.01 – 5.75 = Proficient / Observed
- 4.26 – 5.00 = Developing / Fairly Observed
- 3.51 – 4.25 = Beginning / Less Observed
- 2.76 – 3.50 = Needs Improvement / Rarely Observed
- 1.00 – 2.75 = Unsatisfactory / Not Observed

This table presents TABLE 3: Weighted Means of Teachers’ Classroom Observation Practices (PPST) – MT, which reflects the classroom performance of Master Teachers across selected PPST domains using an 8-point Likert scale. The indicators cover essential aspects of teaching competence, including content knowledge, instructional strategies, classroom management, learner diversity, instructional planning, use of resources, and assessment practices, providing a comprehensive view of Master Teachers’ instructional effectiveness.

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As reflected in the table, Master Teachers demonstrated exemplary performance across all PPST indicators, with weighted means ranging from 7.50 to 8.00. The highest ratings (WM = 8.00) were recorded in applying content knowledge within and across curriculum areas, using teaching strategies that enhance literacy and numeracy, planning and implementing sequenced teaching-learning processes, selecting and using appropriate teaching and learning resources including ICT, and designing and implementing assessment strategies aligned with curriculum requirements. These results indicate a consistently high level of mastery in both instructional planning and delivery.

Furthermore, indicators related to higher-order thinking skills, classroom management, learner behavior, and differentiated instruction also obtained exemplary ratings (WM = 7.50). Master Teachers were highly effective in applying strategies that develop critical and creative thinking, managing classroom structures that promote meaningful and hands-on learning, maintaining positive and non-violent discipline, and addressing learner diversity through developmentally appropriate learning experiences. These findings suggest that Master Teachers consistently foster learner-centered, inclusive, and engaging classroom environments.

Overall, the table reveals an overall weighted mean of 7.72, interpreted as Exemplary. The result implies that Master Teachers consistently and highly demonstrated all observed PPST indicators. The exemplary ratings across all domains imply strong instructional leadership in the classroom, effective use of varied teaching strategies, sound classroom management, appropriate integration of resources and ICT, and the consistent application of

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effective assessment practices, all of which contribute to high-quality teaching and learning outcomes.

TABLE 4

Test of Relationship Between School Heads’ Instructional Supervisory Practices and Teachers’ Classroom Observation Practices

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads’ Instructional Supervisory Practices (Table 1) and Teachers’ Classroom Observation Practices T1–T3 (Table 2)	0.91	12.34	0.435	Reject Ho	Significant Positive Relationship
School Heads’ Instructional Supervisory Practices (Table 1) and Teachers’ Classroom Observation Practices MT (Table 3)	0.94	15.28	0.435	Reject Ho	Significant Positive Relationship

This table presents the Test of Relationship Between School Heads’ Instructional Supervisory Practices and Teachers’ Classroom Observation Practices, showing the degree of association between school heads’ instructional supervisory practices and teachers’ classroom

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observation practices for both T1–T3 and Master Teachers (MT). The table includes the Pearson correlation coefficients, computed t-values, critical values at the 0.05 level of significance, decisions on the null hypothesis, and interpretations of the relationships.

As reflected in the table, a very strong positive relationship was found between School Heads’ Instructional Supervisory Practices and Teachers’ Classroom Observation Practices (T1–T3), with a Pearson correlation coefficient of $r = 0.91$. The computed t-value of 12.34 exceeded the table value of 0.435, leading to the rejection of the null hypothesis. This result indicates that improved instructional supervisory practices of school heads are strongly associated with higher levels of classroom observation performance among Teachers I to III.

Similarly, the relationship between School Heads’ Instructional Supervisory Practices and Teachers’ Classroom Observation Practices (MT) yielded an even stronger positive correlation of $r = 0.94$. The computed t-value of 15.28, which is significantly higher than the critical value of 0.435, also resulted in the rejection of the null hypothesis. This finding signifies a statistically significant and very strong positive relationship, suggesting that effective instructional supervision by school heads is closely linked to exemplary classroom practices among Master Teachers.

Overall, the results show consistently strong and significant positive relationships between school heads’ instructional supervisory practices and teachers’ classroom observation practices across both teacher groups, with correlation values of 0.91 for T1–T3 and 0.94 for MT. The result implies that as the quality and effectiveness of instructional supervision by school heads increase, teachers’ classroom performance likewise improves regardless of

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teaching position. These findings underscore the critical role of instructional supervision in enhancing teaching practices, professional growth, and instructional effectiveness across all teacher levels.

CONCLUSION

Based on the results of this study, school heads' instructional supervisory practices have a strong and positive impact on teachers' classroom observation practices, indicating that effective supervision enhances instructional quality, promotes professional growth among teachers, and supports the overall improvement of teaching and learning outcomes within the school.

RECOMMENDATIONS

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

Teachers. The teachers should continuously apply the feedback and guidance provided by school heads during classroom observations to enhance instructional strategies, improve learner engagement, and maintain high standards of teaching performance.

School Heads The school heads should strengthen their instructional supervisory competence by regularly conducting classroom observations, providing constructive feedback,

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mentoring teachers, and updating supervisory practices to ensure continuous improvement in teaching quality.

Public School District Supervisors. The Public School District Supervisors should provide support and capacity-building opportunities for school heads, monitor the implementation of instructional supervisory plans, and ensure alignment with curriculum standards to maintain instructional excellence across schools.

Parents The parents should actively participate in their children’s learning by supporting school programs, cooperating with teachers, and encouraging learners to apply classroom learning at home, thereby reinforcing the instructional practices observed in school.

Researchers The researcher should use the findings to inform policy recommendations, provide workshops or seminars for school heads and teachers, and advocate for strategies that strengthen instructional supervision and classroom performance.

Future Researchers Future researchers should consider conducting similar studies in other regions, explore additional factors that influence instructional supervisory competence and teacher performance, and employ longitudinal designs to assess the long-term impact of supervision on teaching and learning outcomes.

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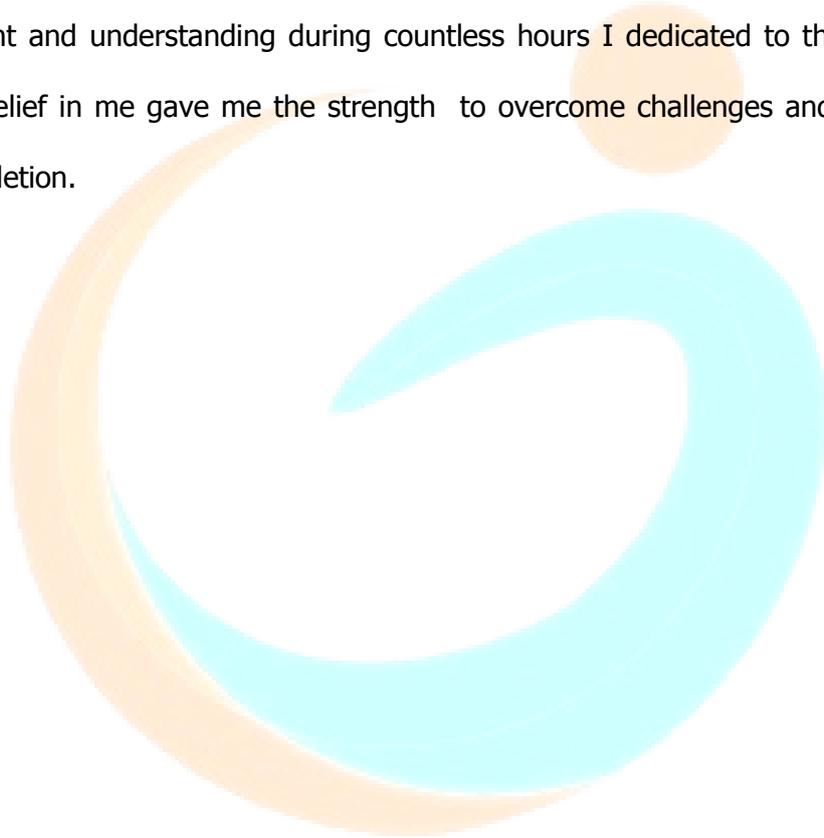
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The author is born on June 03, 1979 at Cebu City, Philippines. She finished with flying colours her Bachelor's degree in Elementary Education at Palompon Institute of Technology. In her high school and college days, she was really into the supervision 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 Administration and Supervision at Western Leyte College of Ormoc City.

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