



SCHOOL HEAD'S INSTRUCTIONAL LEADERSHIP AND SUPERVISION SKILLS IN RELATION TO THE PERFORMANCE OF THE TEACHERS

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ABSTRACT

This study determined the significant relationship of the school head's instructional leadership and supervision skills in relation to the performance of the teachers. A proposed instructional supervisory plan was formulated based on the result of the study. A descriptive-correlational research design was used in this study to explore the connection between School Heads' Instructional Leadership and Supervision Skills and the Performance of Teachers. This design was appropriate because it enabled the researcher to describe existing conditions as they occurred in the natural school environment and to determine whether a relationship existed between the two variables without manipulating any of them. The descriptive aspect of the design allowed the study to systematically gather and present data about how school heads carried out their instructional supervision duties—such as conducting classroom observations, providing feedback, offering professional development opportunities, mentoring teachers, and ensuring that instruction aligned with curriculum standards. At the same time, it described the current level of teachers' performance based on their instructional

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competence, classroom management, student engagement, and adherence to curriculum goals. On the other hand, the correlational aspect of the design allowed for the examination of the degree and direction of the relationship between the two variables: instructional supervision practices and teacher performance. Statistical analysis, such as the Pearson Product-Moment Correlation Coefficient, was employed to determine whether changes or variations in the school heads' supervision skills were associated with differences in teachers' performance levels. This design was particularly useful in educational research because it not only described what was happening but also helped identify patterns that could explain why teachers performed at certain levels under particular supervision styles. It provided a factual basis for understanding whether effective supervisory skills—such as constructive feedback, supportive monitoring, and collaborative coaching—positively correlated with higher teacher performance and better instructional outcomes. By using a descriptive-correlational design, the study aimed to clarify the extent and nature of the relationship between the two key variables. It sought to establish whether a significant association existed between how school heads conducted instructional supervision and how teachers performed in their classrooms. The findings from this design could guide school administrators in strengthening their supervisory approaches to enhance teacher effectiveness and, ultimately, improve the quality of teaching and learning within the school system. The quantitative approach allowed the researcher to collect data using a survey questionnaire. Quantitative research was the process of collecting and analyzing numerical data to find patterns, make predictions, test relationships, and generalize results to wider populations (Scribbr, 2020). Furthermore, it was

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descriptive since it required the careful collection, analysis, and interpretation of mostly quantitative data to show the status of knowledge regarding specific variables and to describe the degree of relationship among variables using the survey questionnaire (Castardo, 2018). The correlational design was a procedure in quantitative research in which the researcher used a correlational statistical technique to describe and measure the degree of relationship between or among the variables of the study. The Test of Relationship between School Head's Instructional Leadership and Supervision Skills and Teachers' Performance examined the correlation between school heads' leadership and supervisory behaviors and the teaching performance of Elementary School teachers. The analysis provided a quantitative measure of how instructional leadership skills and supervision skills are associated with teachers' effectiveness in the classroom. The first relationship explored the connection between school heads' instructional leadership skills and teachers' performance. The results indicated a strong positive and statistically significant relationship, suggesting that when school heads clearly articulate the instructional vision, set academic goals, ensure understanding of objectives, align programs with curriculum standards, and promote high expectations for student learning, teachers' instructional performance improves accordingly. The second relationship analyzed the association between school heads' overall instructional leadership and supervision skills—including providing resources, mentoring, monitoring instruction, facilitating professional growth, and fostering a supportive school climate—and teachers' performance. This relationship was similarly strong, positive, and statistically significant, showing that comprehensive supervision skills contribute to higher teacher effectiveness in

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classroom instruction, resource utilization, curriculum implementation, and assessment practices. The overall findings imply that effective instructional leadership and supervision skills by school heads have a direct and meaningful impact on teachers' performance. The results consistently demonstrate strong positive relationships across both dimensions of school head practices, confirming that structured and proactive leadership enhances teachers' professional competence, classroom management, and instructional delivery. The implications of these results suggest that school heads who actively engage in instructional leadership and supervision create a supportive, collaborative, and growth-oriented school environment, which ultimately improves the quality of teaching and student learning outcomes. Proactive leadership combined with robust supervisory support fosters continuous teacher development and strengthens overall school performance.

Keywords: *Instructional Leadership, Supervision Practices, Performance, Teachers*

INTRODUCTION

Instructional supervision is a vital component of the teaching and learning process, as it serves as a structured system for supporting, guiding, and improving teachers' instructional practices. It is not merely an evaluative tool but an essential mechanism for ensuring that teachers continually grow in their profession while maintaining high standards of instruction. Effective instructional supervision provides teachers with constructive feedback, encourages reflection, and promotes collaboration among colleagues. It helps identify strengths and areas

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that need improvement, leading to enhanced teaching performance and improved student learning outcomes. School heads and supervisors play a pivotal role in this process by creating an atmosphere of trust and open communication where teachers feel valued, supported, and motivated to perform at their best. In this sense, instructional supervision becomes a shared responsibility aimed at fostering continuous professional development and building a culture of excellence in schools.

Recent research highlights the importance of effective instructional supervision in improving teaching performance. In a study conducted by Mabini (2021) titled "Instructional Supervision Practices and Teachers' Job Performance in Public Elementary Schools," the author found that supervision practices focused on mentoring, coaching, and collaborative observation significantly enhance teachers' instructional competencies and classroom management skills. The study emphasized that when supervision is developmental rather than evaluative, teachers are more likely to adopt innovative teaching methods and engage in reflective practice. Mabini also noted that frequent, well-structured supervisory interactions lead to higher teacher morale and better learner outcomes. This finding supports the idea that supervision should prioritize professional growth and instructional improvement over compliance-based monitoring. Therefore, the integration of meaningful supervisory practices directly contributes to the quality of instruction and, ultimately, to the overall performance of teachers in the classroom.

Despite its proven benefits, several problems are encountered in the actual implementation of instructional supervision. One of the most common challenges is the lack

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of proper training among supervisors, who are sometimes appointed based on administrative seniority rather than expertise in instructional leadership. Without a solid foundation in pedagogical supervision, these leaders may struggle to provide appropriate guidance to teachers. Time constraints also hinder effective supervision, as both teachers and supervisors manage multiple tasks that limit opportunities for classroom observation and feedback sessions. Additionally, issues such as bias, subjectivity, and inadequate follow-up support often undermine the credibility and purpose of supervision. Teachers may perceive the process as punitive or procedural rather than supportive, leading to decreased motivation and minimal instructional improvement. These challenges highlight the pressing need to strengthen supervisory practices to ensure that they truly serve their intended developmental purpose.

Given these issues, the researcher believes that conducting a study on School Head's Instructional Leadership and Supervision Skills in Relation to the Performance of the Teachers is both relevant and necessary. Understanding how supervision influences teacher performance will provide valuable insights for school leaders, supervisors, and policymakers in designing more effective supervisory frameworks. By examining the strengths, weaknesses, and actual impact of current practices, this research aims to contribute to the enhancement of instructional supervision systems that foster teacher growth, professional excellence, and improved educational outcomes for learners. Thus, this study should be pursued as it holds the potential to guide meaningful reforms in supervision skills that directly uplift the quality of teaching in elementary schools.

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This study determined the significant relationship of the school head’s instructional leadership and supervision skills in relation to the performance of the teachers. A proposed instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What Is The Extent Of The Instructional Leadership Skills Of The School Heads In Terms of:

- 1.1 Instructional Vision and Goal Setting;
- 1.2 Supervision and Monitoring of Instruction; and
- 1.3 Teacher Development and Support?

2. What is the level of the school heads’ instructional supervisory practices in terms of:

- 2.1. resource provider,
- 2.2. instructional specialist,
- 2.3. curriculum specialist,
- 2.4. learning facilitator, and
- 2.5. school leader?

3. What is the performance level of the teachers based on the COT?

4. Is there a significant relationship between the ff:

4.1. School head’s Instructional Leadership skills and performance of Teachers based on COT?

4.2. School Heads Instructional Supervisory practices and performance of teachers based on COT?

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5. 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 ff:

a. school head’s Instructional Leadership skills and performance of Teachers based on COT?

b. School Heads Instructional Supervisory practices and performance of teachers based on COT.

METHODOLOGY

Design. A descriptive-correlational research design was used in this study to explore the connection between School Heads’ Instructional Supervision Practices and the Performance of Teachers. This design was appropriate because it enabled the researcher to describe existing conditions as they occurred in the natural school environment and to determine whether a relationship existed between the two variables without manipulating any of them. The descriptive aspect of the design allowed the study to systematically gather and present data about how school heads carried out their instructional supervision duties—such as conducting classroom observations, providing feedback, offering professional development opportunities, mentoring teachers, and ensuring that instruction aligned with curriculum standards. At the same time, it described the current level of teachers’ performance based on their instructional competence, classroom management, student engagement, and adherence to curriculum

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goals. On the other hand, the correlational aspect of the design allowed for the examination of the degree and direction of the relationship between the two variables: instructional supervision practices and teacher performance. Statistical analysis, such as the Pearson Product-Moment Correlation Coefficient, was employed to determine whether changes or variations in the school heads' supervision practices were associated with differences in teachers' performance levels. This design was particularly useful in educational research because it not only described what was happening but also helped identify patterns that could explain why teachers performed at certain levels under particular supervision styles. It provided a factual basis for understanding whether effective supervisory practices—such as constructive feedback, supportive monitoring, and collaborative coaching—positively correlated with higher teacher performance and better instructional outcomes.

By using a descriptive-correlational design, the study aimed to clarify the extent and nature of the relationship between the two key variables. It sought to establish whether a significant association existed between how school heads conducted instructional supervision and how teachers performed in their classrooms. The findings from this design could guide school administrators in strengthening their supervisory approaches to enhance teacher effectiveness and, ultimately, improve the quality of teaching and learning within the school system. The quantitative approach allowed the researcher to collect data using a survey questionnaire. Quantitative research was the process of collecting and analyzing numerical data to find patterns, make predictions, test relationships, and generalize results to wider populations (Scribbr, 2020). Furthermore, it was descriptive since it required the careful

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collection, analysis, and interpretation of mostly quantitative data to show the status of knowledge regarding specific variables and to describe the degree of relationship among variables using the survey questionnaire (Castardo, 2018). The correlational design was a procedure in quantitative research in which the researcher used a correlational statistical technique to describe and measure the degree of relationship between or among the variables of the study

The main locale of the study was kambonggan Elementary School. The respondents of the study consisted of the School Heads and Teachers from Kambonggan Elementary School and Baybay I Central School under the Division of Baybay City. The respondents included were 2 females School Heads, and 66 Teachers—8 males and 58 females. The research instrument adapted and modified from the study of Alkrdem & Mofareh (2015). The researcher used the following instruments to gather the necessary data. The questionnaire was composed of two parts. Part I assessed the school heads’ supervisory practices that were implemented in conducting the instructional supervision to teachers such as resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Similarly, Part II was the evaluation of teacher’s performance which included the roles of teacher as plans instruction, knowledge of the subject matter and the student’s engagement. The result was gathered from the teacher-respondents with the consent of the school heads.

Sampling The respondents of the study were the 2 females School Heads, and 66 Teachers—8 males and 58 females that were involved in this study were being identified and the primary

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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, the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was provided to the Public-School District Supervisor, the School Principal, and the teachers under their supervision.

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

Ethical Issues. The right to conduct the study was strictly adhered 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:

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

The Simple Percentage and weighted mean was employed to determine the relationship between the School Head’s Instructional Supervision Practices in relation to the performance of Teacher’s.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the School Head’s Instructional Supervision Practices in relation to the teacher’s performance.

RESULTS AND DISCUSSION

TABLE I

EXTENT OF SCHOOL-BASED MANAGEMENT (SBM) PRACTICES OF SCHOOL HEADS

A. Leadership and Governance	Weighted Mean	Interpretation
1. Ensures strategic policy frameworks exist and are combined with effective oversight, coalition-building, regulation, attention to system-design, and accountability within the school.	4.06	To a great extent
2. Facilitates communication between and among school and community leaders for informed decision-making and solving of school community-wide learning problems.	4.23	To a very great extent

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A. Leadership and Governance	Weighted Mean	Interpretation
3. Exercises control over the education process and takes responsibilities to manage budget, personnel, and curriculum.	4.00	To a great extent
4. Fosters a collaborative school culture.	4.23	To a very great extent
5. Provides better programs for students based on available resources that directly match student needs.	4.14	To a great extent
6. Provides guidance and direction for all staff and members to achieve common goals.	4.20	To a great extent
Mean	4.14	To a great extent

B. Curriculum Planning	Weighted Mean	Interpretation
7. Organizes the teaching and learning process taking into account existing curriculum requirements and available resources.	4.20	To a great extent
8. Fosters school-based planning and shared decision-making involving parents, teachers, and administrators to improve educational performance.	4.23	To a very great extent
9. Implements programs carefully crafted to attain the department's mission, vision, and goals.	4.29	To a very great extent

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B. Curriculum Planning	Weighted Mean	Interpretation
10. Designs instructional materials with highly specific activities focused on methods of teaching and learning.	4.20	To a great extent
11. Plans and develops curriculum based on standards, subject areas, and available instructional materials and supplies.	4.14	To a great extent
Mean	4.21	To a very great extent

C. Accountability and Continuous Improvement	Weighted Mean	Interpretation
12. Monitors expected and actual performance, addresses gaps, and ensures feedback mechanisms.	4.11	To a great extent
13. Creates programs and activities with teachers and stakeholders to sustain continuous improvement initiatives.	4.17	To a great extent
14. Provides clear, transparent, and inclusive programs for both teachers and learners.	4.14	To a great extent
15. Improves physical and virtual learning environments to support various kinds of learning.	4.20	To a great extent
16. Evaluates and measures outcomes of activities, programs, and services, and addresses feedback.	4.14	To a great extent
Mean	4.15	To a great extent

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D. Management of Resources	Weighted Mean	Interpretation
17. Handles employees including payroll, benefits, and trainings.	4.14	To a great extent
18. Makes strategic plans for organizing and using school resources.	4.11	To a great extent
19. Evaluates and maximizes resources for school activities and projects.	4.20	To a great extent
20. Promotes transparency, effectiveness, and efficiency within the school.	4.14	To a great extent
21. Assigns people to projects based on their skills, experience, availability, or budget.	4.14	To a great extent
Mean	4.15	To a great extent

Grand Mean = 4.16 → To a Great

ExtentLegend (Interpretation Scale):

Scale Range Verbal Interpretation

- 5 4.21 – 5.00 To a very great extent
- 4 3.41 – 4.20 To a great extent
- 3 2.61 – 3.40 To a moderate extent
- 2 1.81 – 2.60 To a low extent
- 1 1.00 – 1.80 To a very low extent

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This table presents School Heads' Instructional Leadership and Supervisory Practices, showing the weighted mean scores and interpretations across three major leadership dimensions: Instructional Leadership Skills, Supervision and Monitoring Instruction, and Teacher Development and Support. The table highlights how school heads perform in articulating the school's instructional vision, setting academic goals, monitoring classroom instruction, providing feedback, and supporting professional growth among teachers. Using a 5-point Likert scale, the table provides a comprehensive overview of the perceived effectiveness of school heads in leading and supervising instructional practices within their schools.

In the dimension of Instructional Leadership Skills, school heads received high ratings across all indicators, reflecting their ability to clearly communicate the school's instructional vision, set measurable goals aligned with priorities, ensure teachers understand objectives, align programs with curriculum standards, and promote high expectations for student learning outcomes. These results suggest that school heads are effectively leading their schools toward academic improvement while maintaining a focus on instructional quality.

For Supervision and Monitoring Instruction, the ratings also fell within the high range, indicating that school heads consistently observe classroom instruction, provide timely and constructive feedback, utilize observation data to improve teaching practices, monitor student performance, and protect instructional time. This implies that school heads actively engage in

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supervisory practices that guide teachers in improving their instructional delivery and fostering better student learning experiences.

The dimension of Teacher Development and Support showed high ratings as well, with school heads encouraging continuous professional learning, providing coaching or mentoring, supporting evidence-based teaching strategies, facilitating collaborative teacher learning, and recognizing instructional innovations. The overall weighted mean of 4.04, interpreted as high, indicates that school heads are performing effectively in promoting teacher development, instructional quality, and a collaborative school culture. The result implies that schools with strong instructional leadership and supervisory practices are more likely to achieve enhanced teacher performance and improved student outcomes.

TABLE II

SCHOOL HEADS' INSTRUCTIONAL LEADERSHIP AND SUPERVISORY PRACTICES

Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Resource Provider	The school head provides adequate instructional materials to support teaching and learning.	3.76	High
	The school head ensures the availability of teaching aids and learning resources.	3.82	High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The school head allocates financial resources to support instructional needs.	3.70	High
	The school head facilitates access to technology for classroom instruction.	3.68	High
	The school head responds promptly to teachers' requests for instructional resources.	3.74	High
Instructional Specialist	The school head demonstrates expertise in effective teaching strategies.	3.80	High
	The school head provides guidance on improving instructional practices.	3.72	High
	The school head models effective instructional techniques.	3.70	High
	The school head assists teachers in addressing learning difficulties of students.	3.68	High
	The school head uses instructional data to recommend teaching improvements.	3.65	High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Curriculum Specialist	The school head ensures proper implementation of the prescribed curriculum.	3.82	High
	The school head aligns classroom instruction with curriculum standards.	3.82	High
	The school head monitors curriculum coverage and pacing.	3.75	High
	The school head guides teachers in curriculum planning and mapping.	3.70	High
	The school head recognizes and supports teachers' instructional innovations.	3.68	High
Learning Facilitator	The school head promotes a learner-centered instructional environment.	3.72	High
	The school head supports the use of innovative teaching strategies.	3.70	High
	The school head encourages collaborative learning among teachers and students.	3.68	High
	The school head ensures support for diverse learners.	3.70	High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The school head fosters a positive and supportive learning climate.	3.72	High
School Leader	The school head demonstrates strong leadership in improving instruction.	3.68	High
	The school head leads the school toward achieving academic goals.	3.68	High
	The school head involves stakeholders in instructional decision-making.	3.70	High
	The school head uses data to inform instructional leadership decisions.	3.70	High
	The school head promotes a culture of continuous instructional improvement.	3.70	High
Overall Weighted Mean	—	3.73	High

5-Point Likert Scale Legend

- 4.21 – 5.00 → Very High
- 3.41 – 4.20 → High
- 2.61 – 3.40 → Moderate

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- 1.81 – 2.60 → Low
- 1.00 – 1.80 → Very Low

This table presents School Heads’ Instructional Leadership and Supervisory Practices as Resource Providers, Instructional Specialists, Curriculum Specialists, Learning Facilitators, and School Leaders, showing the weighted mean scores and interpretations across five major leadership dimensions. The table highlights how school heads perform in providing instructional materials, modeling effective teaching, ensuring curriculum compliance, promoting learner-centered instruction, and leading the school toward academic goals. Using a 5-point Likert scale, the table provides a comprehensive overview of the perceived effectiveness of school heads in supporting teaching and learning through leadership and supervisory practices.

In the dimension of Resource Provider, school heads were rated high in providing instructional materials, ensuring the availability of teaching aids, allocating financial resources, facilitating access to technology, and responding promptly to teachers’ requests. These results suggest that school heads actively support instructional needs and enable teachers to carry out effective classroom practices. For Instructional Specialist, high ratings across indicators indicate that school heads demonstrate expertise in teaching strategies, provide guidance for instructional improvement, model effective techniques, assist in addressing student learning difficulties, and use instructional data to recommend improvements. This reflects the school heads’ active role in enhancing teacher competence and instructional quality.

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In the Curriculum Specialist dimension, school heads also received high ratings for ensuring proper implementation of the curriculum, aligning classroom instruction with standards, monitoring curriculum coverage, guiding curriculum planning, and supporting instructional innovations. Similarly, Learning Facilitator indicators showed high ratings for promoting learner-centered instruction, supporting innovative strategies, encouraging collaborative learning, supporting diverse learners, and fostering a positive learning climate. In the School Leader dimension, high ratings reflected strong leadership in improving instruction, leading toward academic goals, involving stakeholders in decision-making, using data for instructional decisions, and promoting continuous instructional improvement.

The overall weighted mean of 3.73, interpreted as high, indicates that school heads are performing effectively across all dimensions of instructional leadership and supervisory practices. The result implies that school heads' proactive support as resource providers, instructional and curriculum specialists, learning facilitators, and school leaders contributes to enhanced teacher performance, improved classroom instruction, and the overall quality of education within the school.

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TABLE III

TEACHERS' PERFORMANCE

Indicator	Weighted Mean (6-Point Scale)	Interpretation (6- Point Likert)
1. Apply knowledge of content within and across curriculum teaching areas (1.1.2)	5.68	Very High
2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2)	5.60	Very High
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (1.5.2)	5.60	Very High
4. Manage classroom structure to engage learners in meaningful activities (2.3.2)	5.52	Very High
5. Manage learner behavior constructively (2.6.2)	5.52	Very High
6. Use differentiated, developmentally appropriate learning experiences (3.1.2)	5.52	Very High
7. Select, develop, organize and use appropriate teaching and learning resources (4.5.2)	5.48	Very High
8. Design, select, organize and use assessment strategies consistent with curriculum requirements (5.1.2)	5.52	Very High
General Weighted Mean	5.56	Very High

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Legend for 6-Point Scale Interpretation:

- 5.01 – 6.00 → Very High
- 4.01 – 5.00 → High
- 3.01 – 4.00 → Moderate
- 2.01 – 3.00 → Low
- 1.01 – 2.00 → Very Low
- 0 – 1.00 → Extremely Poor (optional)

This table presents Teachers' Performance based on key indicators of instructional competence, classroom management, differentiated instruction, use of teaching resources, and assessment practices. The table provides weighted mean scores on a 6-point scale, highlighting the teachers' effectiveness in applying content knowledge, employing various teaching strategies, managing classrooms, implementing developmentally appropriate learning experiences, and designing assessments consistent with curriculum standards. It offers a comprehensive view of how teachers perform across multiple dimensions critical to student learning and overall instructional quality.

In examining the table, teachers received very high ratings in applying knowledge of content within and across curriculum areas, indicating strong subject mastery and the ability to integrate concepts effectively. Similarly, teachers demonstrated very high competence in using a range of teaching strategies that enhance literacy, numeracy, and higher-order thinking skills, reflecting their ability to adapt instructional approaches to meet diverse learner

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needs. Classroom management indicators also showed very high ratings, suggesting that teachers effectively structure learning environments, engage students in meaningful activities, and maintain constructive learner behavior, fostering a productive and focused classroom climate.

The table also indicates that teachers excelled in differentiated instruction, developing learning experiences suited to the needs, interests, and abilities of students. High performance was noted in selecting, organizing, and using appropriate teaching and learning resources, as well as in designing, selecting, and implementing assessment strategies aligned with curriculum requirements. These findings collectively highlight that teachers are proficient in key areas of instructional practice, demonstrating both pedagogical skill and commitment to fostering student achievement.

The overall weighted mean of 5.56, interpreted as very high, implies that teachers consistently perform at an exceptional level across all evaluated dimensions. The result implies that the teaching workforce is highly capable of delivering effective instruction, engaging learners, and utilizing appropriate resources and assessments, which collectively contribute to positive student learning outcomes and the overall quality of the educational program.

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TABLE 4

TEST OF RELATIONSHIP

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Instructional Leadership Skills (Table 1) and Teachers' Performance (Table 3)	0.82	10.23	0.279	Reject Ho	Significant Relationship (Strong Positive)
School Heads' Instructional Leadership & Supervisory Practices (Table 2) and Teachers' Performance (Table 3)	0.79	9.01	0.279	Reject Ho	Significant Relationship (Strong Posit

This table presents the Test of Relationship between School Heads' Instructional Leadership and Supervisory Practices and Teachers' Performance, showing the correlation between school heads' leadership and supervisory behaviors and the teaching performance of Senior High School teachers. The table provides the Pearson correlation coefficients, computed t-values, critical t-values at a 0.05 significance level, decisions on the null hypothesis, and interpretations, offering a quantitative measure of how school heads'

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instructional leadership skills and supervisory practices are associated with teachers' effectiveness in the classroom.

The first correlation examined the relationship between school heads' instructional leadership skills and teachers' performance. The results indicate a strong positive and statistically significant relationship, suggesting that when school heads clearly articulate instructional vision, set measurable academic goals, ensure understanding of objectives, align programs with curriculum standards, and promote high expectations for student learning, teachers' instructional performance improves correspondingly. The second correlation analyzed the relationship between school heads' overall instructional leadership and supervisory practices—including providing resources, mentoring, monitoring instruction, facilitating professional growth, and fostering a supportive school climate—and teachers' performance. Similarly, this relationship was found to be strong, positive, and statistically significant, indicating that comprehensive supervisory practices contribute to higher teacher effectiveness in classroom instruction, resource utilization, curriculum implementation, and assessment practices.

The overall findings imply that effective leadership and supervisory practices by school heads have a direct and meaningful impact on teachers' performance. The results consistently show strong positive relationships across both dimensions of school head practices, with decisions rejecting the null hypotheses. The overall implication of these results is that proactive and structured instructional leadership, combined with robust supervisory support,

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enhances teachers' professional competence, classroom management, and instructional delivery, ultimately improving student learning outcomes.

CONCLUSION

Based on the results of this study, school heads' instructional leadership and supervision skills have a strong and positive impact on the performance of Elementary School teachers. Effective leadership, including the clear articulation of instructional vision, goal setting, mentoring, monitoring, provision of resources, and fostering a supportive and collaborative school environment, enhances teachers' instructional competence, classroom management, use of teaching resources, and assessment practices. The findings imply that proactive and structured supervision not only improves teacher performance but also promotes a culture of continuous professional growth, instructional innovation, and overall school effectiveness, ultimately contributing to improved student learning outcomes.

RECOMMENDATIONS

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

1. The Teachers should actively participate in mentoring, coaching, and professional development activities provided by the school heads, apply instructional feedback to enhance teaching practices, and collaborate with colleagues to improve classroom instruction and student learning outcomes.

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The School Heads should continue implementing structured instructional leadership and supervisory practices, provide timely and constructive feedback, ensure the availability of teaching resources, promote collaborative decision-making, and foster a supportive and growth-oriented environment for teachers.

The Public Schools District Supervisor should monitor and support school heads' instructional leadership practices, facilitate training programs for both teachers and school heads, and encourage best practices that enhance teaching quality across schools under their jurisdiction.

The Parents should actively engage in school programs, support teachers' initiatives at home, and collaborate with school leaders to create a positive learning environment for their children.

The Researcher should use the results of the study to provide actionable insights to school heads and education stakeholders, evaluate the effectiveness of implemented supervisory practices, and recommend improvements that enhance teacher performance and student learning.

Future Researchers should conduct further studies to explore additional factors influencing the relationship between school heads' leadership and teacher performance, expand the research to include different school levels and regions, and utilize longitudinal designs to examine the long-term effects of instructional supervision on teaching and learning outcomes.

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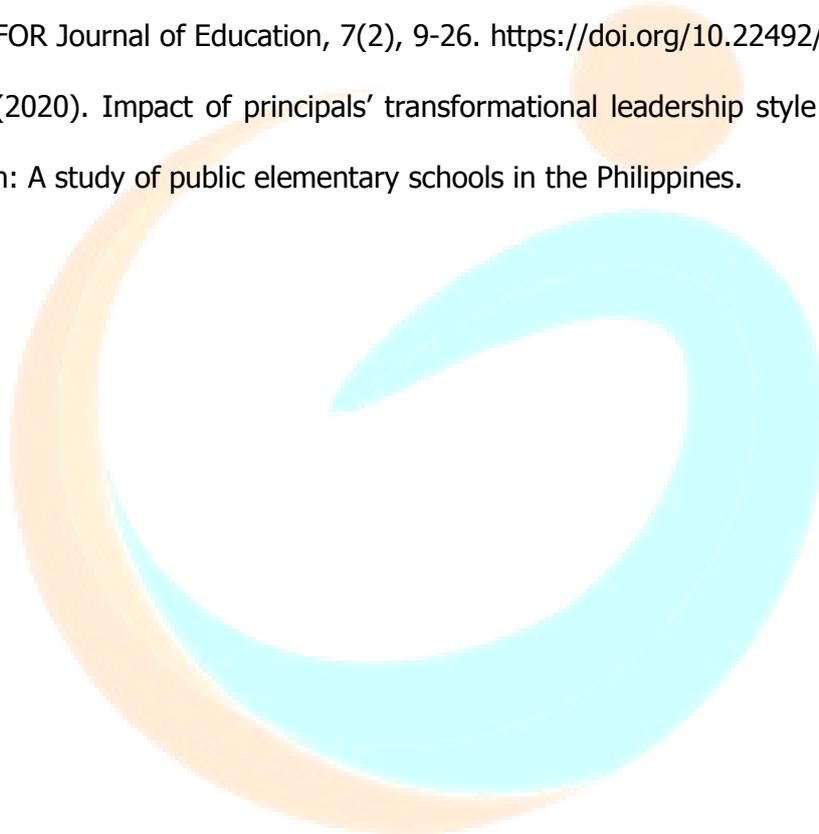
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AUTHOR'S PROFILE



GRACEL O. DEPALLO

The author was born on January 25, 1986, in Baybay City, Leyte. The author earned the degree of Bachelor of Elementary Education from Visayas State University in April 2008, where essential knowledge and competencies in teaching and learning were developed and strengthened.

At present, the author is pursuing a Master of Arts in Education, major in Administration and Supervision, with the objective of further enhancing professional competence in educational leadership, school management, and administrative supervision.

The author is currently employed as Teacher III at Kambonggan Elementary School, under the Schools Division Office of Baybay City, where the author is actively engaged in teaching Grade 1 learners. Through years of professional experience in the field of basic

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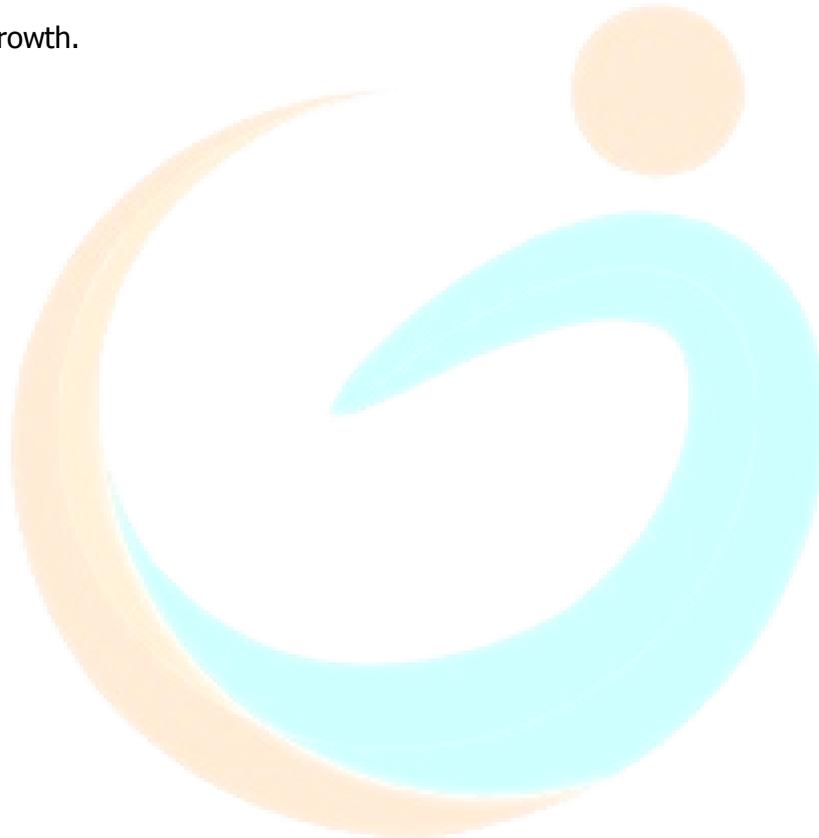
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education, the author has consistently demonstrated a strong commitment to quality instruction, learner-centered pedagogical practices, and continuous professional development.

The author is a devoted spouse and parent, drawing inspiration and motivation from the unwavering support of the husband, Raffy D. Depallo, and daughter, Flory Anne O. Depallo, whose encouragement has been instrumental in the pursuit of academic and professional growth.



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