School Heads' Supervisory Practices and Teachers' Teaching Performance in Almagro District

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Abstract — This study investigated the qualities of school heads and teachers, their supervisory practices, and teaching performance in the Almagro District. Findings revealed that various groups of school heads, predominantly female, experienced, and highly educated, emphasized professional development. Teachers exhibited varied age distribution, with most being female and married, engaging in professional development and holding advanced degrees. School heads displayed strong efficiency in supervision, especially in strategic leadership and relationship-building. Teachers demonstrated positive performance, outshining in community linkages and content knowledge but seeking enhancement in the learning environment and curriculum planning.

The study found a lack of meaningful connection between school heads' characteristics and their supervisory practices. However, years of teaching service notably influenced teaching performance, decreasing with more years of service. While a moderate positive relationship between supervisory practices and teaching performance was observed, it was not statistically significant. Demographics like age, experience, position, education, and training influenced supervisory practices, while teachers' profiles impacted teaching performance. Recommendations embrace developing a Technical Assistance Plan, organizing workshops, fostering engagement in training programs, implementing regular assessments, promoting collaboration, and providing continuous professional development. These proposals aim to improve supervisory practices and teaching performance in the district, promoting a culture of improvement and excellence.

Keywords — School Heads' Supervisory Practices, Teachers' Teaching Performance, Collaboration, Assessment

I. Introduction

Within the school world, school heads play a vital role in shaping the teaching and learning environment. This study explores the supervisory procedure of school heads in the Almagro District and examines their impact on teachers' teaching performance. By exploring the dynamics between leadership practices and instructional effectiveness, this research aims to provide understandings that can improve educational outcomes and foster a culture of unceasing school improvements.

Today, educational institutions are expected to produce graduates that possess twenty-first-century skills, which refer to the core competencies of collaboration, critical thinking, digital literacy, and problem-solving. As such, educational institutions need to create an academic environment that will foster the development of these competencies in students. This entails more than the improvement of physical and information technology infrastructure but also the competencies of the workforce, its teachers. The teacher is among the most dominant variables that affect student outcomes, thus, to improve the achievement of students, it is important to improve the competence of teachers and one of the significant mechanisms in achieving this is through an instructional supervision program (Maisyaroh, Hardika, Valdez, Solaiman & Canapi, 2018).

Ebele and Ofu (2017) assert that "the standard of education of a nation can hardly be better than the standard of its supervisory process/system." With this, they concluded that the educational system in a country reflects the level and standard of school supervision being undertaken. The Programme for International Student Assessment (PISA), a global study by the Organization for Economic Cooperation and Development (OECD), is currently one of the mechanisms that measure educational systems. The assessment determines the ability of learners, aged 15 to utilize their knowledge and skills in mathematics, science, and reading to address challenges in real life. In the 2018 PISA results released in December 2019, the Philippines ranked the lowest in reading,

while in Science and Math, the country ranked second to the last. This is in comparison with 79 other high- and middle-income countries. Orbeta, Melad, and Potestad (2020), in their study on the correlates of test performance of 15-year-old students in the Philippines as evidenced in PISA, averred that the PISA results confirmed the "unexpressed suspicion that there is a long-standing problem of quality of education in the country".

One of the main goals of instructional supervision is to assess teachers' performance in the classroom. Measuring teachers' performance is crucial in the lenses of school heads. Valuable supervision, alongside high-quality teaching, plays an important role in governing the success of a school and significantly affects students' learning progress. Identifying effective teachers' strategies and areas that need improvement are the main reasons for school heads' instructional supervision. Instructional supervision is an important tool for schools as it helps them in ensuring that their vision and mission are achieved by supervising, training, and empowering teachers so that they can create valuable experiences for their students. It is a form of educational supervision undertaken to achieve the following objectives (Jared, 2011): (1) to provide objective feedback to teachers; (2) to diagnose and solve teaching problems; (3) to help teachers develop their strategies and skills; (4) to evaluate teachers for promotions or appointments; and (5) to help teachers maintain a positive attitude.

Instructional supervision, when undertaken by the principal, focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development (Sergiovanni & Starratt, cited in Chen, 2018). On the other hand, general instructional supervision is school-based and is undertaken by relevant staff such as inspectors, teachers, principals, and administrators in schools to provide support, supervision, and continuity assessment for the professional development of teachers and the improvement of their teaching process. Instructional supervision heightens the professional knowledge of teachers and promotes the effectiveness of the teaching strategies they implement. Being the main stakeholders in the implementation of the curriculum, teachers should be involved in the strategic planning of the instructional supervision program. If teachers view supervision as something done to them and for them but not with them, its potential to improve schools cannot be fully realized (Chen, 2018).

The principal plays an important role in instructional supervision. Glickman, Gordon, and Ross-Gordon (cited in Chen, 2018) developed a framework of instructional supervision where they set out the five supervisory tasks of the principal that include action research, direct assistance, group development, curriculum development, and professional development. In this framework, instructional supervision is viewed as a mechanism to enable teachers to improve instruction provided to students, including relationships, which is aimed to meet both personal and organizational needs.

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Additionally, in the context of factors and school heads' influences, exploring the subjective experiences and perceptions of teachers regarding these practices is crucial. Understanding how teachers perceive the effectiveness and fairness of supervision, as well as their feelings of support and empowerment, can offer valuable insights into the overall impact of leadership. More so, the present study focuses only on the immediate impact of supervisory practices on teacher performance. However, examining the long-term effects and sustainability of these practices is still important. The present study might be significantly influenced by supervisory practices if it explores more on the development of a culture of continuous improvement, teacher retention, and student achievement over time, which would enhance the study's significance (Chaula, 2023).

Literature Review

The act of overseeing teachers' performance inside the classroom is one of the supervisory practices that need to be embraced by the school heads. Supervisory practices refer to the methods and strategies used by supervisors to oversee and guide the performance of both teaching and non-teaching staff (Indeed Team, 2025). School heads' observations affect teachers' performance by giving feedback, which leads to better teacher performance. Likewise, teachers' professional development is one of the concerns of the school heads in their instructional roles. Giving opportunities of professional development through trainings, mentorship and giving more opportunities for skill development is one of the great things they can offer to their supervisory practices.

Teaching performance, on the other hand, refers to the assessment of a teacher's performance rating. As an evaluation factor, the teacher performance dimension is based on direct observations of a teacher's practice (including materials and other instruction artifacts) and walkthroughs that are performed by a credentialed evaluator. Teacher performance results are reported as a teacher performance rating that may be coded as "1," indicating the lowest performance, to "4," indicating the highest performance. "Teacher-Student Data Linkage (TSDL)" refers to the process of connecting the teacher(s) of record. The assessment of a teacher, during the evaluation cycle, is based upon the educator's professional standards and reported using the rubric. As an evaluation factor, the teacher holistic rating is based on direct observations of a teacher's practice (including materials and other instruction artifacts) and walkthroughs that are performed by a credentialed evaluator. Teacher performance results are reported as a teacher's final holistic rating (Law Insider, 2025).

School-based supervision necessitates the use of various supervisory options to cater to the needs of individual teachers. Today's schools need to give teachers options in supervisory styles that are different for beginners and experienced teachers. Using various styles of supervision is intended to provide options not only for teachers but also for supervisors and schools.

Supervisors convey teaching as a problem-solving issue in a collaborative manner. In this method, two or more people set a challenge and attempt to use the teaching techniques that are thought to be pertinent. According to Glickman et al. (2017), collaborative models support treating the supervisor on par with the teacher when it comes to presentation, interaction, and contracting on modifications that have been mutually discussed. In this method, the supervisor's job is to facilitate problem-solving while continuing to engage in the conversation. Teachers get the chance to express their thoughts and suggest plausible options for future action thanks to the collaborative approach used by teacher supervision. Ibrahim (2013) found that 83.3% of student teachers in the United Arab Emirates supported the use of a collaborative approach in their research. Interactive teacher monitoring is a collaborative strategy. The process is collaboratively planned by the parties.

While the phrase "classroom management" is frequently used synonymously with "discipline," it is also distinguished from "classroom instruction" (Egeberg et al., 2016). However, research from the 1980s asserted that administration and instruction by teachers are not independent but rather intricately intertwined. Phase behavior plays a role in classroom management, The phrase can also be used to describe the planning, organizing, and supervision of students, the teaching and learning process, and the classroom environment to create and maintain a positive learning environment.

According to research, students who consistently perform poorly on academic assignments have a negative attitude toward school and are more likely to act out and be classified as problem students than academically competent students (Glickman et al., 2017). Students may occasionally misbehave to get away from education that is too difficult for them. Similarly to this, brilliant children who are not challenged or receive poor instruction behave disruptively. Poor training merely makes bad behavior worse in any scenario. Work that is neither too easy nor too difficult must be assigned by teachers. Lessons that are appropriately matched to students' skill levels and the difficulty of the assignment are necessary. Students become irritated, bored, distracted, and eventually disruptive when there are mismatches.

Stakeholder Engagement and Collaboration are crucial in creating great learning environments that also create great learning outcomes. School stakeholders include everyone involved: school leaders, educators, staff, and even architects; parents, students, and their families; and local organizations, businesses, and faith groups. Students, however, are often overlooked in decision-making (Alomes, 2023).

On the other hand, Cox (2019), claimed that classroom management is crucial for an effective learning environment. According to her, classroom setup is an important component in a learning environment because it is an essential piece of classroom management to support both teaching and learning. She also claimed that the physical arrangement of the classroom can affect both student and teacher behavior, and a well-structured classroom management plan of design can improve learning and behavior. Arranging desk matters in creating an inviting, safe, supportive learning environment, using classroom management. A supportive learning environment can mean the difference between having a good day and a bad day.

Additionally, in terms of subjects handled by teachers, Lenon (2016) discloses the idea that teachers who love their subject and have strong subject matter expertise correlate with more effective teaching. He connotes that a strong dedication to the subject can drive teachers to boost engagement and effective lessons, ultimately benefiting their students' learning outcomes.

II. Methodology

Research Design

The research study made use of a descriptive-correlational research design. Descriptive correlational research is generally used when a researcher wants to identify the characteristics of certain groups of people or find relationships between different variables. A descriptive correlational design is a study in which the researcher has a single group and simply tries to determine the relationship between two variables (Brodowicz, 2024).

It is descriptive quantitative because it determines the profile of the elementary school heads in terms of age, gender, civil status, highest educational attainment, and length of administrative experience, and level of instructional supervision in enhancing teacher performance. In addition, this study is correlational because it tests the relationships between and among the listed variables.

The researchers sought permission from the head of the office where the research was conducted and presented a transmittal letter to the school's Division Superintendent seeking authorization for the study. The researchers distributed, administered, and retrieved the questionnaire from the respondents. The responses were tabulated, analyzed, and interpreted using various statistical tests, including percentage, simple mean, and the sum of ranks.

Sample of the Study

These teachers were chosen using a purposive sampling technique, ensuring that they had firsthand experience with instructional supervision conducted by their school heads. The sample also included school heads responsible for supervising these teachers, as their feedback and supervisory practices were critical in assessing the effectiveness of their guidance in improving

reading instruction. Both groups were essential in providing insights into the impact of school heads' supervision on teaching performance, specifically in reading.

The study also considered factors such as teaching experience, academic qualifications, and the frequency of supervision sessions in selecting the sample. By focusing on teachers with varied backgrounds and teaching experiences, the research aimed to capture a comprehensive view of how instructional supervision influences different aspects of teaching performance. The supervisory practices, such as classroom observations, feedback sessions, and mentoring, were analyzed to determine their effectiveness in enhancing teachers' instructional strategies in reading. The size and diversity of the sample were designed to ensure that the findings would be generalizable to other similar educational settings.

Measures

The study employed a two-part questionnaire to assess the respondents. The first part gathered personal information such as age, sex, civil status, Subject taught, Years of administrative/teaching service, position/designation and educational degree and seminars/trainings attended.

The second part consisted of a five-point Likert scale questionnaire with 35 items in total, divided into two subscales: the level of supervisory practices and the level of teaching performance.

The tool underwent validation to ensure its reliability and validity (a = 0.83), ensuring that it captures relevant data with credibility and accuracy. Using this tool provided a comprehensive understanding of engagement levels, allowing for valuable insights and conclusions to be drawn for the study.

The researcher assisted the respondents in completing the questionnaire by providing honest perceptions of the level of supervisory practices and the level of teaching performance. This questionnaire was a five-point Likert scale adopted from Likert R.A. (1932). There was a total of 30 items in total, divided into two subscales: the level of supervisory practices and the level of teaching performance in Almagro Samar.

Procedures

The study began with the identification of the target population, which included school heads and teachers from selected schools. A survey questionnaire was developed to assess the perspectives of both groups regarding the instructional supervision practices implemented by the school heads. The questionnaire focused on key areas such as the frequency, type, and impact of supervisory practices on teachers' teaching performance in reading instruction. Additionally, the study ensured that ethical considerations, including obtaining informed consent and ensuring confidentiality, were strictly followed.

After the development and validation of the instrument, data collection commenced. The researcher distributed the questionnaires to school heads and teachers and conducted interviews with a sample of school heads to gather deeper insights into their supervisory methods. Observations were also carried out during reading classes to examine how the instructional supervision strategies influenced the teaching practices directly. This combination of quantitative and qualitative methods provided a comprehensive view of the supervision process, allowing for a thorough examination of its effectiveness in enhancing teacher performance in reading instruction.

Once the data were collected, they were analyzed using statistical tools and thematic analysis. The quantitative data were processed through descriptive and inferential statistics to identify trends, relationships, and the overall effectiveness of instructional supervision. Meanwhile, the qualitative data from interviews and observations were transcribed, coded, and analyzed to support the quantitative findings. The results were then compared and discussed to determine whether the instructional supervision of school heads significantly contributed to improvements in teachers' reading instruction, providing a clear conclusion to the study.

Data Processing

This study, "School Heads' Supervisory Practices and Teachers' Teaching Performance in Almagro District", employed a quantitative approach. Data collection commenced with the distribution of structured questionnaires to prospective respondents, both for teachers and school heads. A census was used to survey all school heads and select teachers in the district, ensuring complete representation. Stratified random sampling and purposive sampling were used to choose the respondents for the study.

The questionnaire was systematically structured to quantify the personal information of the respondents, such as age, gender, civil status, highest educational attainment, years of teaching/administrative service, position/designation, and relevant seminars and training attended both for school heads and teachers.

An approved and validated research questionnaire was personally administered by the researchers. The research instrument was prepared across multiple instruction supervisory domains, making it a suitable foundation for the present study. The existing questionnaire's focus is on school heads' supervisory practices and teachers' performance, which makes it directly relevant.

Upon the completion of data gathering, a meticulous process of validation and ensuring data accuracy and reliability. Responses were checked for accuracy and completeness, with inconsistencies and missing data being addressed. Statistical software for analysis was utilized by employing descriptive statistics to identify key trends and patterns in determining the level of supervisory practices of School Heads in terms of Instructional Leadership, Performance Monitoring and Feedback, Professional Development Support, and Stakeholder Engagement and

Collaboration. The same process was employed in determining the level of teaching performance of Elementary Teachers in terms of Content Knowledge and Pedagogy, Classroom Management and Learning Environment, and Assessment and Feedback. Then, inferential statistical analyses, including correlation analysis and t-tests, were conducted to examine the relationships and the significant difference between the profile of the respondents and their level of supervisory practices as School Heads and the relationship between the profile of the respondents and their level of teaching performance as Elementary Teachers, relationship between the level of supervisory practices of School Heads and the level of teaching performance of Elementary Teachers respectively.

This analysis led to the identification of the key factors in the supervisory practices of school heads in the teaching performance of teachers in Almagro District, Division of Samar, providing a well-defined foundation to underpin conclusions and recommendations in enhancing the total quality of the education system leading to a better student outcome.

Ethical Considerations

The consideration of ethical issues is crucial throughout all stages of the study to keep the balance between the potential risks of research and the likely benefits of the research. In the present investigation, the researchers observed the data-gathering protocol from seeking permission up to the audio-recording phase.   In the data-gathering phase, the questionnaires were administered through a face-to-face method. Before the process, respondents' informed consent was obtained from each respondent, ensuring they understood the study's purpose, their rights, and the voluntary nature of their participation. Data confidentiality was observed throughout the research procedures, with all identifying information removed or coded to protect participant privacy.

III. Results and Discussion

This section presents the statistical analyses about the effectiveness of instructional supervision of school head in enhancing teacher teaching performance in reading key stage 1 Grade III in Almagro District.   This section summarizes the investigations' key findings and offers recommendations based on the preceding discussion. These results highlight the crucial role of school heads in fostering effective teaching practices. Supportive and collaborative supervisory approaches create a positive school environment that encourages teacher growth and enhances performance.

The findings also suggest that yearly assessment plays a significant role in teacher performance. Ensuring teachers to deliver high-quality performance in classroom instruction. Further research could explore the specific types of resources that have the most significant impact on teacher performance.

IV. Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The school heads are predominantly female, mostly aged 32-45, and largely married. They have significant experience, with many serving for over 11 years. Most hold the position of Head Teacher I and have master's degrees. Professional development is prevalent. This indicates that a well-experienced and highly educated group of school heads with a strong emphasis on professional development.

2. The teachers have a diverse age distribution, with a majority being female and married. It shows a diverse and predominantly female teaching workforce, with a significant portion being married.

3. Teachers teach a variety of subjects, with a majority having 10-19 years of service. Most hold the designation of Teacher III and have completed units in a master's degree. Professional development through seminars is common. This implies that teachers are experienced and actively engaged in professional development, with a significant number holding advanced degrees.

4. In terms of Supervisory Practices of School Heads. They demonstrate high effectiveness in managing school operations, teaching and learning, and professional development. This means they are effective in their supervisory roles, particularly in administrative functions and professional growth.

5. School heads excel in strategic leadership and building connections. Thus, they are proficient in providing vision and fostering collaboration, which are essential for achieving educational goals.

6. Teachers' performance is generally positive, with strengths in community linkages and content knowledge. They are performing well, particularly in engaging with the community and leveraging their expertise. There is also room for improvement in the learning environment, diversity of learners, and curriculum planning. This simply means that while teachers perform satisfactorily, there is a need for ongoing professional development in classroom management, inclusive teaching, and curriculum design.

7. Relationship Between School Heads' Characteristics and Supervisory Practices implies that "There is no significant correlation between the characteristics of school heads and their supervisory practices". Thus, the hypothesis that school heads' characteristics significantly impact their supervisory practices is rejected.

8. In terms of the Relationship Between Teachers' Demographics and Teaching Performance, only the years of teaching service show a significant relationship with teaching performance, with performance decreasing as years of service increase. Therefore, the

hypothesis that teachers' demographics significantly impact teaching performance is partially accepted, specifically for years of service.

9. The Correlation Between Supervisory Practices and Teaching Performance shows a moderate positive relationship, but it is not statistically significant. Thus, the hypothesis that there is a significant relationship between supervisory practices and teaching performance is rejected.

10. The Impact of Demographics on Supervisory Practices, such as age, years of experience, position, education, and training, impact supervisory practices, while sex and civil status do not. Therefore, the hypothesis that demographics significantly impact supervisory practices is accepted for age, experience, position, education, and training, but rejected for sex and civil status.

11. In terms of the Impact of Teachers' Profiles on Teaching Performance, Age, sex, subject taught, years of experience, position, education, and training impact teaching performance, while civil status does not. It can be concluded that the hypothesis that teachers' profiles significantly impact teaching performance is accepted for age, sex, subject taught, experience, position, education, and training, but rejected for civil status.

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