

# Instructional Supervision Practices of School Heads and Teachers' Implementation of Reading Comprehension Strategies

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*Abstract* — This study determines the significant relationship between the instructional supervision practices of school heads in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader, performance level of teachers' implementation of reading comprehension strategies based on plans instruction, knowledge of the subject matter and students' engagement. The study employed a descriptive-correlational research design utilizing an adapted and modified survey from the study of Alkrdem & Mofareh (2015) and Godes & Dioso (2024) "School Head's Instructional Supervisory Practices and the Performance of Teachers: A Correlational Study". The questionnaire assessed the school heads' instructional supervisory practices that were implemented in conducting classroom observation to teachers in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Similarly, another survey was adopted to evaluate teacher's implementation of reading comprehension strategies which is based on plans instruction, knowledge of the subject matter and the student's engagement. There are five (5) school heads and fifty (50) selected teachers from Ormoc District 9, Ormoc City Division were involved in the study. The findings of the study revealed a high level of instructional supervisory practices among school heads and an outstanding level of implementation of reading comprehension strategies among teachers. Moreover, the results showed a strong and statistically significant relationship between the two variables. This implies that effective instructional supervision—characterized by school heads serving as resource providers, instructional specialists, curriculum leaders, learning facilitators, and school leaders—plays a crucial role in enhancing the quality of reading instruction in the classroom. These results underscore the vital influence of instructional leadership on teaching practices.

*Keywords* — *Instructional Supervision Practices, School Heads, Teachers' Implementation of Reading Comprehension Strategies*

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## I. Introduction

Instructional supervision is essential for enhancing educational practices and supporting teachers and administrators in performing their roles more effectively. In education, instructional supervision is crucial for maintaining consistency and effectiveness in teaching reading comprehension skills. It serves as a mechanism to enhance teaching and learning by incorporating

elements such as monitoring, investigation, data collection, guidance, leadership, assessment, correction, proactive measures, motivation, assessment, improvement, and informal aspects (Daigon & Alcopra, 2024).

In education, curriculum plays a crucial role in determining the quality and effectiveness of teaching and learning process. It serves as a roadmap for teachers, outlining the essential knowledge, skills, and values that students need to acquire. The curriculum acts as a guide for teachers to ensure that they cover all necessary content and objectives within a given time frame (Toledo, 2024). Furthermore, a well-designed curriculum reflects the educational goals and values of the school, aligning them with the needs and aspirations of the learners especially in literacy.

It is our responsibility as school heads to ensure that learners are well-taken care of and that their well-being is emphasized. This includes promoting inclusiveness, creating a positive and nurturing learning environment through establishing support systems and implementing strategies that prioritize the mental, emotional, and physical well-being of students. A thing to remember here is that students' well-being is not just limited to their academic performance but also encompasses their social and emotional development.

Above all, it is important for the school heads to provide effective and efficient leadership in the core operations of schools, such as teaching and learning. Giving support to teachers, promoting collaboration, and fostering a culture of continuous improvement are all essential in ensuring that schools achieve academic excellence. Teachers are the backbone of the education system, and instructional leaders must empower the teachers and create an environment where they can thrive professionally.

Today, educational institutions are expected to produce graduates that possess the 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).

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). Additionally, nowadays learners are still suffering from the effect of COVIC 19 pandemic of which

some of them find difficulty in their literacy performance making them unable to achieve the desired learning outcomes for the grade where they are in. As Grade 2 teacher, it is important that learners were able to master the reading comprehension skills which will address their needs on literacy. As such, teachers must prepare activities which assists the learners in the understanding of the reading concepts and it is through instructional supervisory practices of the school head where teachers were guided in the formulation of the lesson plans, preparation of the learning resources used in teaching and the assessment tools given to the learners. Hence, this study was formulated to determine the effective instructional supervisory practices of the school head which gave impact on teachers' implementation of reading comprehension strategies that results positive learning outcomes among the learners. A proposed instructional supervision plan was formulated based on the findings of the study. Hence, it is in the rationale that the researcher who is currently an aspirant instructional leader and a classroom teacher in the above mentioned local, would like to delve worthy research undertaking that would benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the relationship between instructional supervisory practices of school head and teachers' implementation of reading comprehension strategies selected schools in Ormoc District 10, Ormoc City Division. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the level of instructional supervisory practices of school head in terms of the following:
  - 1.1 resource provider,
  - 1.2 instructional specialist,
  - 1.3 curriculum specialist,
  - 1.4 learning facilitator, and
  - 1.5 school leader?
2. What is the extent of the teachers' implementation of reading comprehension strategies based on the following:
  - 2.1 plans instruction,
  - 2.2 knowledge of the subject matter, and
  - 2.3 students' engagement?

3. Is there a significant relationship between the level of instructional supervisory practices of school head and performance level of teachers' implementation of reading comprehension strategies?
4. What instructional supervision plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study adopted a descriptive-correlational research design to determine the effective supervisory practices of school head on teachers' implementation of reading comprehension strategies. This study is descriptive because it describes the variables- instructional supervision practices of school heads in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader, performance level of teachers' implementation of reading comprehension strategies based on plans instruction, knowledge of the subject matter and students' engagement. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Doña Feliza Z. Mejia ES, Bagong Buhay ES, and San Isidro Central Elementary School of Ormoc District 10, Ormoc City Division. The five (5) school heads and fifty (50) selected teachers were involved in the study. The research surveys used to gather the data from the respondents were of two parts. Part 1 of the instrument is adapted and modified from the study of Alkrdem & Mofareh (2015) and Godes & Dioso (2024) "School Head's Instructional Supervisory Practices and the Performance of Teachers: A Correlational Study". The questionnaire assessed the school heads' instructional supervisory practices that were implemented in conducting classroom observation to teachers in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. This survey is composed of 40 statements that describes the role of instructional supervision in improving the student outcomes of multigrade school. The survey will be accomplished by the teachers to describe the role of instructional supervision. Similarly, Part II was the evaluation of teacher's implementation of reading comprehension strategies which is based on 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 five (5) school heads and fifty (50) selected teachers from Doña Feliza Z. Mejia ES, Bagong Buhay ES, and San Isidro Central Elementary School of Ormoc District 10, Ormoc City Division were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

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

orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. School heads were advised to conduct instructional supervision utilizing the survey tools used in this study. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

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

**Treatment of Data.** The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the level of instructional supervision practices of school heads in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader, and performance level of teachers' implementation of reading comprehension strategies based on plans instruction, knowledge of the subject matter and students' engagement. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

### III. Results and Discussion

**Table 1**  
**Level of Instructional Supervisory Practices of School Heads**

| Indicators                                  |   | Weighted Mean | Description | Interpretation |
|---|---|---------------|-------------|----------------|
| <b>A. Resource Provider</b>                 |   |               |             |                |
| <i>I observed that the school head.....</i> |   |               |             |                |
| 1   | demonstrates effective use of time and resources.             | 4.45          | Always      | Very High      |
| 2   | plan, organizes, schedule, and prioritize work to be done.    | 4.42          | Always      | Very High      |
| 3   | delegates work as appropriate.                                | 4.44          | Always      | Very High      |
| 4   | assigns staff members according to their strengths.           | 4.35          | Always      | Very High      |
| 5   | establishes ongoing process for planning and making necessary | 4.31          | Always      | Very High      |

|   |  |      |        |           |
|---|--|------|--------|-----------|
|   | changes within the school.   |      |        |           |
| 6   | creates a positive climate and nurture creative approaches to change.  | 4.28 | Always | Very High |
| 7   | demonstrates the ability to motivate teachers.   | 4.30 | Always | Very High |
| 8   | knows the teachers' strengths about instructional resources that may be helpful to them.                       | 4.33 | Always | Very High |
| Mean  |  | 4.36 | Always | Very High |
| <b>B. Instructional Specialist</b>          |  |      |        |           |
| <i>I observed that the school head.....</i> |  |      |        |           |
| 1   | demonstrates the ability to evaluate and reinforce appropriate and effective instructional strategies.         | 3.05 | Often  | High      |
| 2   | uses knowledge and skill in effective instructional strategies.  | 4.00 | Often  | High      |
| 3   | supervises the teachers' using strategies that focus on the improvement of instruction                         | 4.02 | Often  | High      |
| 4   | provides teachers with evidence of continuity between clinical supervision observations.                       | 4.00 | Often  | High      |
| 5   | develops intervention procedures designed to identify strengths and remediate weaknesses.                      | 4.02 | Often  | High      |
| 6   | conducts conferences effectively with teachers regarding performance   | 4.00 | Often  | High      |
| 7   | knows the importance of student learning objectives to the implementation of the instructional program         | 4.05 | Often  | High      |
| 8   | communicates to staff and community the extent to which learning objectives for the school have been mastered. | 4.40 | Always | Very High |
| Mean  |  | 4.11 | Often  | High      |
| <b>C. Curriculum Specialist</b>             |  |      |        |           |
| <i>I observed that the school head.....</i> |  |      |        |           |

|   |   |      |        |      |
|---|---|------|--------|------|
| 1   | focuses on knowledge, skills and ability towards curriculum improvement and staff development   | 4.05 | Often  | High |
| 2   | displays mastery in the discussion of curriculum planning and implementation.   | 4.06 | Often  | High |
| 3   | guides teacher in delivering accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.                                | 4.00 | Often  | High |
| 4   | helps teacher to select, prepare, and utilize available technology and other instructional materials appropriate to the learners and the learning objectives.   | 4.10 | Often  | High |
| 5   | assists the teacher to align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners. | 4.33 | Always | High |
| 6   | develops and organize in-service training programs for teachers and provide continuous and effective professional development.                                  | 3.90 | Often  | High |
| 7   | develops and use a variety of appropriate curriculum assessment strategies to monitor and evaluate teaching and learning.                                       | 3.80 | Often  | High |
| 8   | creates and utilizes appropriate instructional planning and implementation.   | 3.92 | Often  | High |
| Mean  |   | 4.02 | Often  | High |
| <b>D. Curriculum Facilitator</b>            |   |      |        |      |
| <i>I observed that the school head.....</i> |   |      |        |      |
| 1   | monitors teachers to determine instruction  | 3.98 | Often  | High |

|   |  |      |       |      |
|---|--|------|-------|------|
|   | that include elements of effective instruction.  |      |       |      |
| 2   | engages teachers in mutual inquiry which aims for the improvement of instruction.  | 3.90 | Often | High |
| 3   | shares the responsibility of the instructional supervision and teaching improvement.   | 3.89 | Often | High |
| 4   | intensifies the conduct of instructional supervision to include all school aspects.  | 3.95 | Often | High |
| 5   | provides teachers with an adequate amount of information to become familiar with the supervisory process.                      | 3.96 | Often | High |
| 6   | makes efforts to reduce teachers' level of anxieties concerning the supervisory practices.                                     | 3.90 | Often | High |
| 7   | ensures that all teachers in the school receive supervisory feedback.  | 4.02 | Often | High |
| 8   | helps teachers to identify appropriate teaching and learning processes.  | 4.05 | Often | High |
| Mean  |  | 3.96 | Often | High |
| <b>E. School Leader</b>                     |  |      |       |      |
| <i>I observed that the school head.....</i> |  |      |       |      |
| 1   | places priority on curriculum and instruction issues.  | 3.80 | Often | High |
| 2   | creates a climate of high expectations characterized by a tone of respect for teachers, students, parents, and community.      | 3.86 | Often | High |
| 3   | functions as a leader with direct involvement in instructional policy by communicating the school policies.                    | 3.78 | Often | High |
| 4   | demonstrates commitment to academic goals, ability to develop and articulate a clear vision of long-term goals for the school. | 3.95 | Often | High |

|            |   |      |       |      |
|------------|---|------|-------|------|
| 5          | monitors student progress toward school achievement and teacher effectiveness in achieving goals.                       | 3.84 | Often | High |
| 6          | consults with others by involving the faculty and other groups in school decision processes.                            | 3.90 | Often | High |
| 7          | mobilizes resources such as materials, time, and support to enable the school and its personnel to meet academic goals. | 3.92 | Often | High |
| 8          | works cooperatively with the staff and the community to develop clear goals that relate to the organization's mission.  | 3.88 | Often | High |
| Mean       |   | 3.87 | Often | High |
| Grand Mean |   | 4.06 | Often | High |

Legend:

| RANGES    | DESCRIPTION | INTERPRETATION |
|-----------|-------------|----------------|
| 4.21-5.00 | Always      | Very High      |
| 3.21-4.20 | Often       | High           |
| 2.61-3.40 | Sometimes   | Average        |
| 1.81-2.60 | Rare        | Low            |
| 1.00-1.80 | Never       | Very Low       |

Table 1 assesses the level of instructional supervisory practices of school heads in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader. It was revealed on the table that the level of instructional supervision practices of school heads in terms of a school head as resource provider as rated by the teachers has an average mean of 4.36 which is interpreted as very high. this indicates that school heads always provide the necessary learning resources to teachers to ensure that the delivery of the lessons will be successful. Learning resources are essential in achieving the desired competency of the lesson. Through the provision of appropriate and varied learning resources, learners will be able to understand the concepts conveyed in the lesson and attainment of the lesson objective is visible. Further, the data also show the level of instructional supervisory practices of school heads in terms of instructional specialist. It was revealed that school heads as instructional specialist received an average mean of 4.11 as High. It indicates that school heads often share their instructional expertise to teachers. though it did not reveal a very high rating, yet it manifests that school heads are experts in different ways most especially in extending their instructional support to teachers. Moreover, it was also shown on the table that the level of instructional supervisory practices of school heads in terms of curriculum specialist received an average mean of 4.02 as high. This means that school heads often

share their being curriculum specialist to teachers in improving the implementation of the curriculum. The trainings and capability building conducted by school heads had made the teachers attain the knowledge and skills in the implementation of the curriculum. Similarly, it was express on the table that the level of instructional supervisory practices of school heads in terms of curriculum facilitator received an average rating of 3.96 which is high. This indicates that school heads often act as curriculum facilitators to the teachers every time they need assistance from them in making their teaching and learning successful. The facilitating skills of school heads inspire the teachers to continue striving for the betterment of their teaching career and attaining professional growth. Finally, it was shown on the table that the level of instructional supervisory practices of school heads in terms of school leader received an average mean of 3.87 which is high. This means that school heads often show how a school leader should be. The school heads focused on improving the teachers and learners making the school conducive to teaching and learning. Further, the study revealed a high level of instructional supervisory practices in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader. The grand mean indicates that school leaders often possess the quality of an effective and efficient school leader who always investigate the welfare of the teachers and learners. They often show leadership as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader whose vision and mission to provide quality education to the learners through the quality of instructions of teachers gained from the high rating of instructional supervisory practices of school heads.

**Table 2**  
**Extent of Teacher Implementation of Reading Comprehension Strategies**

|                            | INDICATORS  | Weighted Mean | Description | Interpretation |
|----------------------------|---|---------------|-------------|----------------|
| <b>A. Plan Instruction</b> |   |               |             |                |
| 1                          | prepare lessons relevant and aligned to the prescribed curriculum in reading and literacy | 5.00          | Always      | Outstanding    |
| 2                          | formulate attainable learning objectives  | 4.41          | Always      | Outstanding    |
| 3                          | plan activities according to the pupils' abilities.                                       | 4.47          | Always      | Outstanding    |
| 4                          | consider time available in planning   | 4.38          | Always      | Outstanding    |
| 5                          | develop long-range plans and daily lessons  | 4.41          | Always      | Outstanding    |
| 6                          | demonstrate flexibility in planning.  | 4.48          | Always      | Outstanding    |
| 7                          | choose activities, materials, and resources appropriate for pupils' needs                 | 4.32          | Always      | Outstanding    |
| 8                          | plan instruction based on formative and summative assessment based on learners' interest  | 4.43          | Always      | Outstanding    |

|   |   |      |        |             |
|---|---|------|--------|-------------|
| Mean                                      |   | 4.49 | Always | Outstanding |
| <b>B. Knowledge of the Subject Matter</b> |   |      |        |             |
| 1   | teach accurate and up-to-date information.  | 4.45 | Always | Outstanding |
| 2   | coordinate learning content with instructional objectives.  | 4.42 | Always | Outstanding |
| 3   | use effective examples and illustrations.   | 4.43 | Always | Outstanding |
| 4   | present learning content in a logical sequential order.   | 4.38 | Always | Outstanding |
| 5   | express knowledge in lesson presentation and put ideas across logically.                                | 4.32 | Always | Outstanding |
| 6   | demonstrate an understanding and take responsibility for promoting high standards of literacy           | 4.40 | Always | Outstanding |
| 7   | establish an awareness of developments in the subject and curriculum areas                              | 4.45 | Always | Outstanding |
| 8   | foster and maintain students' interest in the subject being taught                                      | 4.41 | Always | Outstanding |
| Mean                                      |   | 4.41 | Always | Outstanding |
| <b>C. Student Engagement</b>              |   |      |        |             |
| 1   | create a climate in which students display initiative and assume a personal responsibility for learning | 4.25 | Always | Outstanding |
| 2   | provide opportunities for each student to meet success regularly  | 4.36 | Always | Outstanding |
| 3   | use evaluative feedback to determine level of skill acquisition   | 4.30 | Always | Outstanding |
| 4   | encourage active participation from all students  | 5.00 | Always | Outstanding |
| 5   | use higher order questioning techniques to promote critical thinking skills                             | 4.31 | Always | Outstanding |
| 6   | make use of time for an effective learning with the students  | 4.30 | Always | Outstanding |
| 7   | formulate methods of evaluation clear and purposeful to all learners                                    | 4.40 | Always | Outstanding |
| 8   | build opportunities for conferences to discuss student progress   | 4.42 | Always | Outstanding |

|            |      |        |             |
|------------|------|--------|-------------|
| Mean       | 4.42 | Always | Outstanding |
| Grand Mean | 4.44 | Always | Outstanding |

Legend:

| RANGES    | DESCRIPTION | INTERPRETATION    |
|-----------|-------------|-------------------|
| 4.21-5.00 | Always      | Outstanding       |
| 3.21-4.20 | Often       | Very Satisfactory |
| 2.61-3.40 | Sometimes   | Satisfactory      |
| 1.81-2.60 | Rare        | Unsatisfactory    |
| 1.00-1.80 | Never       | Poor              |

Table 2 evaluates the extent of teachers' implementation of reading comprehension strategies in terms of plan instruction, knowledge of the subject matter and student engagement. It was revealed on the table that the extent of teachers' implementation of reading comprehension strategies in terms of plan instruction received an average mean of 4.49 which is outstanding. This indicates that teachers always prepare a plan before the conduct of teaching and learning. The high score of 4.49 implies that teachers demonstrate a strong commitment to preparing for their reading instructions. This includes setting clear goals and objectives, selecting appropriate reading materials and resources, and outlining strategies to effectively deliver the reading comprehension skills to the learners. This result reflects a positive culture of preparedness and professionalism among teachers, which is vital in fostering effective reading comprehension strategies that they will utilize in teaching. When teachers engage in careful instructional planning, it increases the likelihood of successful learning outcomes, as lessons are more coherent, targeted, congruent, and responsive to learners' needs in making them proficient readers. Moreover, it may indicate that teachers are adhering to school policies or supervisory expectations that emphasize the importance of lesson planning in improving instructional quality.

Further, the table also shows the extent of teachers' implementation of reading comprehension strategies in terms of knowledge of the subject matter garnered an average mean of 4.41 which is "Outstanding". This result indicates that teachers possess a strong and comprehensive understanding of the content and performance standards they teach particularly in reading comprehension. This indicates that teachers are highly knowledgeable about the principles, structures, strategies and processes involved in teaching reading comprehension. Ultimately, this level of expertise contributes to improved learner outcomes in reading, as students are more likely to engage meaningfully with texts and develop higher-order thinking skills under the guidance of well-informed teachers.

Moreover, it was revealed on the table that the extent of teachers' implementation of reading comprehension strategies in terms of student's engagement received an average mean of 4.42 which is outstanding. This result indicates that teachers place strong emphasis on actively involving learners in reading comprehension activities through interactive and engaging teaching strategies. This outstanding level of student engagement implies a learner-centered approach to reading instruction, where students are not merely passive recipients of information but are actively participating in the construction of meaning from texts. Engaging students in such a

manner enhances comprehension, critical thinking, and retention. It also suggests that teachers are responsive to students' interests and needs, which can lead to increased motivation to read and improved literacy outcomes over time.

Finally, the extent of teachers' implementation of reading comprehension strategies in terms of plan instruction, knowledge of the subject matter and student engagement garnered a grand mean of 4.44 which is "Outstanding". This means that teachers often provide differentiated strategies with relevant learning resources in teaching reading comprehension. This indicates that teachers are doing their role and responsibilities in making learning to happen in the classroom to attain positive learning outcomes and changes in the behavior of the learners.

**Table 3**  
**Test of Relationships**

| Variables Correlated  | r    | Computed value or t | Table Value @.05 | Decision on Ho | Interpretation                    |
|---|------|---------------------|------------------|----------------|-----------------------------------|
| Instructional Supervisory Practices vs Implementation of Reading Comprehension Strategies | 0.74 | 2.319               | 0.466            | Reject Ho      | Significant Relationship (Strong) |

Table 3 shows the outcomes of tests, checking the correlations between the degree and difficulties of the level of instructional supervisory practices of school heads and teachers' implementation of reading comprehension strategies. It was found in the study that the level of instructional supervisory practices of school heads and teachers' implementation of reading comprehension strategies got a calculated value of t (2.319), which is higher than the table value (0.466) at 0.05 level of significance; hence, the null hypothesis is rejected. This means that there is a significant relationship between the level of instructional supervisory practices of school heads in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader and the extent of teachers' implementation of reading comprehension strategies of teachers in terms of plan instruction, knowledge of the subject matter and student engagement. The correlation coefficient (r) of 0.74 indicates a strong correlation between the instructional supervisory practices of school heads and teachers' implementation of reading comprehension strategies. The findings demonstrate that when school heads actively and effectively perform their supervisory roles, teachers are more likely to implement reading comprehension strategies with greater depth and consistency. This strong correlation underscores the direct influence of instructional leadership on teaching practices, particularly in enhancing literacy instruction. This result implies that school leaders play a crucial role in shaping the quality of reading instruction. Strong supervisory practices—such as providing resources, offering instructional support, guiding curriculum implementation, and fostering professional learning—can significantly empower

teachers to deliver more effective reading comprehension strategies. As a result, sustained and strategic instructional supervision can contribute to improved literacy outcomes among learners. The study recommends strengthening the instructional leadership capabilities of school heads as a key strategy for enhancing reading instruction in schools.

#### **IV. Conclusion**

The findings of the study revealed a high level of instructional supervisory practices among school heads and an outstanding level of implementation of reading comprehension strategies among teachers. Moreover, the results showed a strong and statistically significant relationship between the two variables. This implies that effective instructional supervision—characterized by school heads serving as resource providers, instructional specialists, curriculum leaders, learning facilitators, and school leaders—plays a crucial role in enhancing the quality of reading instruction in the classroom. These results underscore the vital influence of instructional leadership on teaching practices. When school heads provide consistent support, guidance, and professional development opportunities, teachers are more equipped and motivated to plan thoroughly, apply deep content knowledge, and engage students actively in reading comprehension activities. Therefore, strengthening instructional supervision should be viewed as a strategic approach to improving teaching effectiveness and ultimately, student literacy outcomes.

#### **V. Recommendations**

1. Apply the recommended instructional supervision plan to attain the research goal.
2. Sustain and strengthen instructional supervisory practices of school heads.
3. continued training and professional development should be provided to further deepen their capacity to support teaching and learning effectively.
4. Promote collaborative supervision and coaching.
5. Integrate reading comprehension strategies into school improvement plan.
6. Provide recognition and incentives for teaching excellence among teachers.
7. Schools should implement regular monitoring and evaluation to teachers most especially in the conduct of reading comprehension lessons to learners, and
8. Future researchers are encouraged to replicate this study to incorporate other locales and other variables beyond the ones identified in this study.

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#### **AUTHOR'S PROFILE**



**MS. ELSIE MARIE G. INONG**

Elsie Marie G. Inong, born on August 16, 1992, in Carigara, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her learners. Her journey in education began at Gaas Integrated School on June 2018, followed by her second station at Doña Feliza Z. Mejia Elementary School on March 2021 up to present.

Marie graduated her college education at St. Peter's College of Ormoc, where she earned her Bachelor of Elementary Education, in 2013. That same year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the demands of being a full-time mom to her sons, Marie has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in School Administration and Supervision.

Currently, Marie is an esteemed Grade 2 teacher at Doña Feliza Z. Mejia Elementary School of Ormoc City. Her dedication to education and community involvement, continues to inspire her students and peers, highlighting her unwavering commitment to making a meaningful impact in the educational landscape.