

# School Head's Instructional Supervisory Practices and Teachers' Performance in The Implementation of The Matatag Curriculum

MANELYN G. OMEGA

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

manelyn.omega@deped.gov.ph

*Abstract* — This study determined the significant relationship School Head's Instructional Practices and teachers' performance in the implementation of the Matatag Curriculum in selected schools of Isabel 2 District, in the Division of Leyte. A proposed Instructional Supervisory plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to examine the connection between the School Head's Instructional Practices through Feedback and Technical Assistance Mechanism and teachers' performance in the implementation of the Matatag Curriculum. This design allowed for a systematic evaluation of both variables and facilitated the investigation of potential correlations between them. The study aimed to clarify how school heads' instructional practices, particularly through feedback and technical assistance, related to the effectiveness of teachers in executing the Matatag Curriculum. The Test of Relationship, which illustrates the statistical relationship between Instructional Supervisory Practices and the Implementation of Reading Comprehension Strategies. The table contains key statistical indicators such as the correlation coefficient ( $r$ ), the computed  $t$ -value, the table value at the 0.05 level of significance, the decision on the null hypothesis ( $H_0$ ), and the interpretation of the relationship's strength. This analysis seeks to determine whether there is a significant correlation between how instructional supervision is carried out by school heads and the extent to which teachers implement strategies that enhance learners' reading comprehension. The correlation coefficient ( $r$ ) between the two variables is 0.86, which indicates a very strong positive relationship. This means that improvements or increases in the quality of instructional supervision are strongly associated with a greater degree of reading comprehension strategies being implemented by teachers. The computed  $t$ -value far exceeds the critical table value resulting in the rejection of the null hypothesis. This statistically confirms that the relationship observed is not due to chance and is indeed significant. The implications of these results are substantial. The strong positive correlation suggests that effective instructional supervisory practices—including coaching, feedback, classroom observations, and mentoring—contribute significantly to how well teachers apply reading comprehension strategies in the classroom. The result implies that when school heads actively support and guide teachers through structured supervision, it enhances instructional delivery and fosters improved literacy instruction. This strengthens the case for investing in regular, formative supervision that focuses on improving teaching strategies aligned with reading and literacy development.

*Keywords* — *Instructional Supervisory Practices, School Head, Teachers, Performance*

## I. Introduction

The MATATAG Curriculum is designed to align the educational system with national goals, focusing on strengthening foundational skills, improving content relevance, and nurturing critical thinking. This shift in curriculum requires significant adjustments in teaching practices. School heads, as instructional leaders, play an important role in ensuring successful implementation by providing regular feedback and technical assistance to teachers. Through their guidance, teachers are equipped with the necessary support to meet new standards, ensuring quality education and improved student outcomes.

School heads serve as key facilitators of the curriculum implementation process. Their continuous feedback provides teachers with real-time assessments of their performance, enabling them to refine their teaching strategies. Technical assistance from school heads can take the form of workshops, peer collaboration, and resource provision, helping educators to overcome challenges they face while adapting to the MATATAG curriculum. By promoting a culture of continuous learning and improvement, school heads contribute significantly to teachers' professional development and classroom effectiveness.

The success of the MATATAG curriculum implementation is closely tied to teachers' preparedness and adaptability. Effective instructional practices, supported by feedback and technical assistance from school heads, ensure that teachers are well-equipped to deliver high-quality lessons aligned with the curriculum's objectives. When school heads provide targeted support, it enhances teachers' confidence, competence, and overall performance, leading to better outcomes for students. Therefore, an integrated feedback and support mechanism is significant in creating a sustainable and effective learning environment that upholds the standards set by the MATATAG curriculum.

The researcher selected the title "Instructional Practices through School Heads' Feedback and Technical Assistance Mechanism towards Teachers' Performance on the Implementation of the MATATAG Curriculum" because it addresses a critical aspect of educational leadership and teacher development amid a significant curricular reform. As the MATATAG curriculum aims to improve student outcomes through enhanced instruction and learning, it becomes essential to examine how school heads can effectively support teachers in adapting to and implementing these changes. The use of structured feedback and technical assistance mechanisms is crucial in equipping teachers with the necessary tools, guidance, and professional development opportunities to ensure successful curriculum execution.

This study offers an opportunity to gain a deeper understanding of the school leadership's role in influencing instructional quality. It aims to explore how school heads can establish a supportive environment that promotes teacher growth and enhances classroom performance, thereby contributing to the overall effectiveness of curriculum implementation. By focusing on this interaction, the research seeks to provide evidence-based recommendations for strengthening

leadership practices and teacher support systems, ensuring that the goals of the MATATAG curriculum are fully realized and translated into improved educational outcomes.

There are several challenges arise. One key issue is the inconsistency in how feedback and technical assistance are provided, with some school heads struggling to offer timely, constructive, and tailored support due to limited resources or time constraints. Additionally, there may be a gap in teachers' receptiveness to feedback, especially if they feel overburdened with adapting to new curriculum requirements.

Another challenge is the lack of standardized methods for measuring teacher performance in relation to the MATATAG curriculum, making it difficult to assess the effectiveness of feedback and assistance accurately. There is also the issue of varying levels of professional development and support across schools, which may create disparities in how teachers implement the curriculum. These challenges highlight the need for more consistent, targeted, and resource-driven approaches to instructional leadership and teacher support.

Common problems encountered in researching "Instructional Practices through School Heads' Feedback and Technical Assistance Mechanism towards Teachers' Performance on the Implementation of the MATATAG Curriculum" include inconsistent or inadequate feedback from school heads due to time constraints or lack of training. Some school heads may not have the necessary resources or skills to provide effective technical assistance, leading to gaps in teacher support. Additionally, teachers may feel overwhelmed by the demands of the new curriculum and may be resistant to feedback, especially if it's not delivered in a constructive or timely manner. Lastly, there are challenges in measuring teacher performance effectively, as there may be no clear or unified approach to assessing how well teachers are implementing the MATATAG curriculum.

The study "School Head's Instructional Practices through School Heads' Feedback and Technical Assistance Mechanism towards Teachers' Performance on the Implementation of the MATATAG Curriculum" has the researcher's full attention because it highlights how important school leadership is to the successful implementation of a significant educational reform. The success of the MATATAG curriculum's implementation largely depends on how well instructors are supported and directed as it introduces new standards and practices meant to improve learner outcomes. The study intends to emphasize the significance of proactive and responsive leadership in improving teacher performance by focusing on technical support, feedback, and instructional techniques. According to the researcher, comprehending and enhancing these systems will empower educators and close the gap. The success of the MATATAG curriculum's implementation largely depends on how well teachers are supported and directed as it introduces new standards and practices meant to improve learner outcomes. The study intends to emphasize the significance of proactive and responsive leadership in improving teacher performance by focusing on technical support, feedback, and instructional techniques.

This study determined the significant relationship School Head's Instructional Practices and teachers' performance on the implementation of the Matatag Curriculum in selected schools of district 2, Division of Leyte. 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 level of the school heads' instructional supervisory practices in terms of:
  - 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 performance level of the teachers 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 School Head's Instructional Practices through School Heads' Feedback and Technical Assistance mechanism towards teachers' performance on the implementation of the Matatag Curriculum?
4. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H<sub>0</sub> – There is no significant relationship between the School Head's Instructional Practices through School Heads' Feedback and Technical Assistance mechanism towards teachers' performance on the implementation of the Matatag Curriculum.

## II. Methodology

**Design.** A descriptive-correlational design was used in this study to examine the connection between the School Head's Instructional Practices through Feedback and Technical Assistance Mechanism and teachers' performance in the implementation of the Matatag Curriculum. This design allowed for a systematic evaluation of both variables and facilitated the investigation of potential correlations between them. The study aimed to clarify how school heads'

instructional practices, particularly through feedback and technical assistance, related to the effectiveness of teachers in executing the Matatag Curriculum.

A quantitative approach was employed, allowing the researcher to collect data using a structured survey questionnaire. Quantitative research involves the collection and analysis of numerical data to identify patterns, test relationships, make predictions, and generalize results to broader populations (Scribbr, 2020). Additionally, the study was descriptive in nature, as it required careful collection, analysis, and interpretation of primarily quantitative data to present the status of knowledge regarding the specified variables. It also described the degree of relationships among variables using survey responses as the primary data source (Castardo, 2018).

The main locale of the study were selected schools in Isabel 2 District, in the Division of Leyte. The respondents of the study were 3 School Heads and 50 teachers. The information for the analysis was gathered using distinct survey instruments: 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. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

**Sampling** The respondents of the study were 3 School heads and 50 teachers that were involved in this study were being identified and the primary means of reach is 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.** In order to gather the necessary data within one month (30 days), the researcher sought permission from the office of the Schools Division Superintendent through a transmittal letter. The same letter content was also provided to the Public Schools District Supervisor, the School Principal, and the teachers who served as the respondents. The researcher distributed the survey questionnaires to the School Principal, who then facilitated the distribution to the participating teachers. After one month, the accomplished questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's  $r$ . The data were collated and analyzed through appropriate statistical methods to determine the relationships between the variables.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, and teachers were done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

**Treatment of Data.** The following statistical formulas were used in this study:

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

The Simple Percentage and weighted mean was employed to determine the relationship between the School Head’s Instructional Practices through School Heads’ Feedback and Technical Assistance mechanism towards teachers’ performance in the implementation of the Matatag Curriculum.

Pearson  $r$  Moment Correlation Coefficient was used to determine the significant relationship between the School Head’s Instructional Practices through School Heads’ Feedback and Technical Assistance mechanism towards teachers’ performance in the implementation of the Matatag Curriculum.

### III. Results and Discussion

**Table 1**  
**Extent of Supervisory Support of School Heads**

	Resource Provider	Weighted Mean	Interpretation
1	Demonstrates effective use of time and resources.	3.70	Often
2	Plan, organizes, schedule, and prioritize work to be done.	3.78	Often
3	Delegates work as appropriate.	3.90	Often
4	Assigns staff members according to their strengths.	3.65	Often
5	Establishes ongoing process for planning and making necessary changes within the school.	3.80	Often
6	Creates a positive climate and nurture creative approaches to change.	4.05	Often
7	Demonstrates the ability to motivate teachers.	3.95	Often
8	Knows the teachers’ strengths about instructional resources that may be helpful to them.	3.85	Often
	Mean	3.84	Often
	<b>B. Instructional Specialist</b>		
1	Demonstrates the ability to evaluate and reinforce appropriate and effective instructional strategies.	3.90	Often
2	Uses knowledge and skill in effective instructional strategies.	4.00	Often
3	Supervises the teachers using strategies that focus on the improvement of instruction.	3.80	Often
4	Provides teachers with evidence of continuity between clinical supervision observations.	3.60	Often
5	Develops intervention procedures designed to identify strengths and remediate weaknesses.	3.85	Often
6	Conducts conferences effectively with teachers regarding performance.	3.60	Often
7	Knows the importance of student learning objectives to the implementation of the instructional.	3.90	Often

8	Communicates to staff and community the extent to which learning objectives for the school have been mastered.	3.80	Often
	Mean	3.81	Often
	C. Curriculum Specialist		
1	Focuses on knowledge, skills and ability towards curriculum improvement and staff development.	4.00	Often
2	Displays mastery in the discussion of curriculum planning and implementation.	4.00	Often
3	Guides teacher in delivering accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	3.80	Often
4	Helps teacher to select, prepare, and utilize available technology and other instructional materials appropriate to the learners and the learning objectives.	3.70	Often
5	Assists the teacher to align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners.	3.65	Often
6	Develops and organize in-service training programs for teachers and provide continuous and effective professional development.	4.05	Often
7	Develops and use a variety of appropriate curriculum assessment strategies to monitor and evaluate teaching and learning.	3.90	Often
8	Creates and utilizes appropriate instructional planning and implementation.	3.95	Often
	Mean	3.88	Often
	D. Learning Facilitator		
1	Monitors teachers to determine instruction that include elements of effective instruction.	4.05	Often
2	Engages teachers in mutual inquiry which aims for the improvement of instruction.	3.80	Often
3	Shares the responsibility of the instructional supervision and teaching improvement.	3.90	Often
4	Intensifies the conduct of instructional supervision to include all school aspects.	3.85	Often
5	Provides teachers with an adequate amount of information to become familiar with the supervisory process.	3.75	Often
6	Makes efforts to reduce teachers' level of anxieties concerning the supervisory practices.	3.80	Often
7	Ensures that all teachers in the school receive supervisory feedback.	3.90	Often
8	Helps teachers to identify appropriate teaching and learning processes.	3.70	Often
	Mean	3.84	Often
	E. School Leader		
1	Places priority on curriculum and instruction issues.	4.00	Often
2	Creates a climate of high expectations characterized by a tone of respect for teachers, students, parents, and community.	4.00	Often
3	Functions as a leader with direct involvement in instructional policy by communicating the school policies.	4.05	Often

4	Demonstrates commitment to academic goals, ability to develop and articulate a clear vision of long-term goals for the school.	3.60	Often
5	Monitors student progress toward school achievement and teacher effectiveness in achieving goals.	3.90	Often
6	Consults with others by involving the faculty and other groups in school decision processes.	3.85	Often
7	Mobilizes resources such as materials, time, and support to enable the school and its personnel to meet academic goals.	3.75	Often
8	Works cooperatively with the staff and the community to develop clear goals that relate to the organization's mission.	3.80	Often
	Mean	3.87	Often
	Grand Mean	3.85	Often

Legend: 4.21- 5.00 – Always  
 3.41- 4.20 – Often  
 2.61-3.40 - Sometimes  
 1.81- 2.60- Rarely  
 1.00-1.80- Never

This table presents the Extent of Supervisory Support of School Heads, which illustrates how frequently school heads perform their supervisory roles across five dimensions: Resource Provider, Instructional Specialist, Curriculum Specialist, Learning Facilitator, and School Leader. Each role is assessed using various indicators rated through a Likert scale and interpreted according to a predefined scale. The table includes weighted means for each indicator, along with the overall mean for each dimension and a grand mean reflecting the overall extent of supervisory support provided.

The Resource Provider role received a mean score of 3.84, interpreted as "Often." The highest rating was on creating a positive climate and nurturing creativity (4.05), while assigning staff according to strengths received the lowest (3.65). This suggests consistent, though improvable, efforts in resource management and teacher motivation. For the Instructional Specialist role, the overall mean was 3.81, also rated as "Often." Teachers perceived their school heads as regularly evaluating and guiding instructional strategies, though aspects like conducting performance conferences and linking supervision to interventions scored relatively lower.

In the Curriculum Specialist category, the average mean was 3.88—again "Often." This implies that school heads frequently contribute to curriculum planning, teacher support in instructional design, and the implementation of in-service training programs. As Learning Facilitators, school heads scored a mean of 3.84, highlighting their regular involvement in supervising instructional practices, reducing teachers' anxieties about supervision, and providing constructive feedback. Lastly, the School Leader role earned a mean of 3.87, showing that principals frequently prioritize curriculum and instruction, promote a respectful climate, and involve stakeholders in school decision-making processes.

The grand mean of 3.85, interpreted as "Often," implies that school heads are regularly fulfilling their supervisory responsibilities, although not to the fullest extent. This result implies that while school heads consistently support teachers across supervisory dimensions, there is still room for enhancing consistency and depth, particularly in performance evaluation feedback, aligning supervisory practices with school-wide goals, and strategic resource utilization.

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

	Plans Instruction	Weighted Mean	Interpretation
1	Prepare lessons relevant and aligned to the prescribed curriculum in reading and literacy.	3.90	Often
2	Formulate attainable learning objectives.	3.70	Often
3	Plan activities according to the pupils' abilities.	3.67	Often
4	Consider time available in planning.	3.78	Often
5	Develop long-range plans and daily lessons.	3.81	Often
6	Demonstrate flexibility in planning.	3.72	Often
7	Choose activities, materials, and resources appropriate for pupils' needs.	3.82	Often
8	Plan instruction based on formative and summative assessment based on learners' interest.	3.73	Often
	Mean	3.77	Often
	<b>B. Knowledge of the Subject Matter</b>		
1	Teach accurate and up-to-date information.	3.95	Often
2	Coordinate learning content with instructional objectives.	3.92	Often
3	Use effective examples and illustrations.	3.83	Often
4	Present learning content in a logical sequential order.	3.78	Often
5	Express knowledge in lesson presentation and put ideas across logically.	3.62	Often
6	Demonstrate an understanding and take responsibility for promoting high standards of literacy.	3.80	Often
7	Establish an awareness of developments in the subject and curriculum areas.	3.95	Often
8	Foster and maintain students' interest in the subject being taught.	3.61	Often
	Mean	3.81	Often
	<b>C. Student Engagement</b>		
1	Create a climate in which students display initiative and assume a personal responsibility for learning.	3.95	Often
2	Provide opportunities for each student to meet success regularly.	3.96	Often
3	Use evaluative feedback to determine level of skill acquisition.	3.80	Often
4	Encourage active participation from all students.	3.70	Often
5	Use higher order questioning techniques to promote critical thinking skills.	3.71	Often
6	Make use of time for an effective learning with the students.	3.80	Often
7	Formulate methods of evaluation clear and purposeful to all learners.	3.50	Often

8	Build opportunities for conferences to discuss student progress.	3.62	Often
	Mean	3.78	Often
	Grand Mean	3.79	Often

Legend: 4.21- 5.00 – Always  
 3.41- 4.20 – Often  
 2.61-3.40 - Sometimes  
 1.81- 2.60- Rarely  
 1.00-1.80- Never

This table presents Table 2: Extent of Teacher Implementation of Reading Comprehension Strategies, which provides a comprehensive assessment of how frequently teachers apply essential instructional practices in reading comprehension. The data is categorized into three key domains: Plans Instruction, Knowledge of the Subject Matter, and Student Engagement. Each domain includes specific indicators measured through weighted means and interpreted using a standard Likert scale. The overall results reflect how consistently teachers incorporate reading comprehension strategies in their teaching practices to support literacy development.

In the area of Plans Instruction, the weighted mean is 3.77, interpreted as "Often." This indicates that teachers regularly prepare lessons aligned with the curriculum, formulate realistic learning objectives, and adapt instructional activities to learners' needs and time constraints. The highest-rated item was selecting appropriate materials and resources (3.82), while the lowest was planning based on assessment and interest (3.73), suggesting room for more learner-centered planning.

For Knowledge of the Subject Matter, the average mean is 3.81, showing that teachers "Often" demonstrate subject mastery. They regularly deliver accurate content, coordinate lessons with objectives, and stay updated with curriculum trends. High scores were seen in teaching accurate and updated content (3.95) and curriculum awareness (3.95), while lower scores in fostering student interest (3.61) suggest a potential gap in maintaining engagement through subject knowledge.

Under Student Engagement, the mean score is 3.78, again interpreted as "Often." Teachers are observed to foster responsibility for learning, provide feedback, and encourage participation. The strongest areas were in providing regular success opportunities (3.96) and creating a supportive learning climate (3.95). Meanwhile, lower ratings in evaluation methods clarity (3.50) and conferencing (3.62) imply these practices are less consistently applied.

The grand mean of 3.79, interpreted as "Often," implies that teachers are frequently applying reading comprehension strategies, though not at the optimal level. The result implies that while teachers are consistently planning, engaging learners, and demonstrating subject expertise, further professional development in learner engagement strategies, feedback mechanisms, and differentiated instruction may enhance instructional effectiveness.

**Table 4**  
**Test of Relationship**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional Supervisory Practices vs Implementation of Reading Comprehension Strategies	0.86	4.221	0.956	Reject Ho	Significant Relationship (Very Strong)

This table presents the Test of Relationship, which illustrates the statistical relationship between Instructional Supervisory Practices and the Implementation of Reading Comprehension Strategies. The table contains key statistical indicators such as the correlation coefficient ( $r$ ), the computed  $t$ -value, the table value at the 0.05 level of significance, the decision on the null hypothesis ( $H_0$ ), and the interpretation of the relationship's strength. This analysis seeks to determine whether there is a significant correlation between how instructional supervision is carried out by school heads and the extent to which teachers implement strategies that enhance learners' reading comprehension.

The correlation coefficient ( $r$ ) between the two variables is 0.86, which indicates a very strong positive relationship. This means that improvements or increases in the quality of instructional supervision are strongly associated with a greater degree of reading comprehension strategies being implemented by teachers. The computed  $t$ -value of 4.221 far exceeds the critical table value of 0.956, resulting in the rejection of the null hypothesis. This statistically confirms that the relationship observed is not due to chance and is indeed significant.

The implications of these results are substantial. The strong positive correlation suggests that effective instructional supervisory practices—including coaching, feedback, classroom observations, and mentoring—contribute significantly to how well teachers apply reading comprehension strategies in the classroom. The result implies that when school heads actively support and guide teachers through structured supervision, it enhances instructional delivery and fosters improved literacy instruction. This strengthens the case for investing in regular, formative supervision that focuses on improving teaching strategies aligned with reading and literacy development.

#### IV. Conclusion

Based on the results of this study, the Test of Relationship, which illustrates the statistical relationship between Instructional Supervisory Practices and the Implementation of Reading Comprehension Strategies, it can be concluded that there is a very strong and significant correlation between the two variables. This means that as school heads enhance their supervisory practices—such as providing constructive feedback, conducting classroom observations, and mentoring—teachers are more likely to implement effective reading comprehension strategies in

their instruction. The findings confirm that quality instructional supervision is a key driver of improved teaching practices, particularly in literacy instruction. These results underscore the critical role of school leadership in fostering a culture of instructional excellence and in supporting teachers to deliver strategies that elevate student learning outcomes.

### **V. Recommendations**

Based on the findings of this study, the following recommendations are proposed from the significant relationship School Head's Instructional Practices and teachers' performance on the implementation of the Matatag Curriculum in selected schools of Isabel 2 District, in the Division of Leyte among the ff:

The teacher should actively collaborate with school heads during instructional supervision sessions and apply the feedback given to improve classroom instruction aligned with the Matatag Curriculum. Teachers should also pursue continuous professional development opportunities to enhance their content knowledge and pedagogical strategies.

The school head should strengthen and sustain regular instructional supervisory practices, such as mentoring, classroom observation, coaching, and feedback. They should ensure that these supervisory efforts are focused on supporting teachers in effectively implementing the goals and standards of the Matatag Curriculum.

The Public Schools District Supervisor should monitor the effectiveness of instructional supervision in schools and provide capacity-building initiatives for school heads. They should also facilitate regular evaluation mechanisms to ensure alignment between supervision strategies and curriculum implementation goals.

The parents should support their children's learning by staying informed about the curriculum being implemented in schools and participating in school activities that promote literacy and learning. Their involvement reinforces the efforts of both teachers and school leaders.

The researcher should disseminate the findings of this study to educational stakeholders to raise awareness of the significant impact of school head supervisory practices on teacher performance. This information can inform training programs and policy development.

The future researchers should explore the long-term effects of instructional supervision on student learning outcomes and replicate this study in other districts or regions. They may also examine additional variables that affect curriculum implementation to gain a more comprehensive understanding of the factors influencing teaching effectiveness.

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**AUTHOR'S PROFILE****MANELYN G. OMEGA**

The author was born on September 29, 1984 in 22 Don Mariano Street COA, Quezon City, Philippines. She obtained her Bachelor of Science in Home Economic Education Technology (BSHEET) at Palompon Institute of Technology in Palompon, Leyte. Driven by her strong commitment to leadership in education and a genuine desire for professional growth, she pursued further studies and has now completed the academic requirements for her Master of Arts in Education, major in School Administration and Supervision, at Western Leyte College in Ormoc City.

She is a dedicated educator with more than 17 years of teaching experience, driven by a deep passion for nurturing student growth and development. Currently, she serves as a Grade 2 Teacher I at Matlang Central School, under the Department of Education in Isabel, Leyte. Over the years, she has taught across various grade levels and consistently engaged in professional development through trainings and seminars, always striving to enhance her teaching practices and support her students' success.

She strongly believes in the transformative power of education and the importance of leadership in enhancing instructional practices. Through her experience, she continues to inspire students and fellow educators alike, guided by her faith and lifelong dedication to teaching.