

The Role of Instructional Supervision in Improving Student Outcomes in Multigrade School

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Abstract — This study determines the significant relationship between the instructional supervision skills of school head in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader, and level of academic performance of multigrade students. 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, the final grade of the students in all learning areas were gathered. There are one (1) school head, three (3) teachers and forty (40) multigrade students were involved in the study. The findings of the study revealed that the extent of instructional supervision skills of the school head, as perceived by the teachers, was outstanding across all key domains—resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Simultaneously, the academic performance of students in multigrade classes was found to be very satisfactory. More importantly, statistical analysis indicated a significant positive relationship between the level of instructional supervisory skills of the school head and the academic performance of the students. This suggests that effective instructional supervision—particularly when performed consistently and across multiple leadership dimensions—contributes meaningfully to enhancing student achievement in multigrade learning environments. Therefore, the study concludes that strong instructional supervision by school heads is a critical factor in promoting higher academic performance. This highlights the value of sustained leadership support, professional guidance, and curriculum facilitation in improving learner outcomes, especially in the complex context of multigrade education.

Keywords — *Instructional Supervision Skills, School Heads, Students' Outcomes, Multigrade Schools*

I. Introduction

Education is a cornerstone of societal advancement, with the quality of education playing a critical role in shaping a nation's socio-economic development (Tram & NgoCHuy, 2021). Public elementary schools occupy a central position within the educational landscape, molding the academic journeys of students and equipping them for future challenges (Barakaevich, 2020). The

difficulties new teachers encounter as they enter the profession are largely a result of inadequate preparation and support, as well as a lack of direction, professional counsel, understanding, and appreciation (Zhukova, 2018). These difficulties may impair their work and influence the caliber of their instruction and professional growth (Mena et al., 2017). Hence, school heads are directed to provide instructional assistance to the teachers through different strategies which will suit the needs of the teachers in the field.

Education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. Education also forms the basic component upon which economic, social and political development of any nation is founded. With an ever-increasing population and expanding globalization, the country's education system continues to experience shortcomings which affect the product.

The effectiveness of instructional supervision on teacher performance is a critical area of educational research. Instructional supervision refers to the practices and processes employed by educational leaders to improve teaching and learning (Balaca, 2023). It encompasses activities such as classroom observations, feedback sessions, professional development workshops, and collaborative planning. The primary objective is to enhance instructional quality and teacher effectiveness (Anabo, 2024; Göker & Göker, 2023) to provide 21st century learners with mastered and excellent performance.

Instructional supervision is a core aspect of effective school leadership with an intentional focus and demonstrated impact on continuous improvement in quality teaching and learning (Education Improvement Research Centre, 2022). At present, the world of supervision in the department of education has evolved as school heads and master teachers play an important and crucial role in instructional supervision as they assist teachers in improving their teaching and learning through the conduct of instructional supervision. They perform quarterly classroom observations, prepare a supervisory plan, give dialogue and discussion through pre- and post-conferences on instructional practices, rate teachers performance, conduct and facilitate trainings, seminars, and workshops, and motivate teachers to attain peak performance and practices (DepEd Memorandum No. 8, s. 2023) to improve learners' academic performance.

Moreover, teachers, as one of the key factors in the education system, play essential roles in the teaching and learning process; their efficacy in instruction must be supported and strengthened through constant supervision. The quality of education they provide partially depends on how they are trained and supervised. Moreover, a study revealed that supervision could enhance classroom performance by strengthening and enhancing teachers' performance (Kholid, I., & Rohmatika, RV., 2019). Hence, it is important to conduct regular instructional supervision activities for this will help improve the performance of teachers to improve the learning outcomes of the students.

One effective method for enhancing teachers' teaching abilities is through instructional supervision. This process involves supporting teachers in enhancing the quality of their teaching methods and classroom settings, ultimately aiming to improve student learning outcomes. However, while instructional supervision is designed to achieve these goals, its impact on learning quality has not been conclusively demonstrated (Maisyaroh et al., 2021).

According to Livingstone and Andala (2023), the quality of the education system depends on its educators. Exposing their potential is crucial to enhance academic performance of students. Proof that student academic performance improves when teachers are supported but it deteriorates if they are not. Teachers cannot shoulder the responsibility alone. Teachers can only perform well in the right context, with well-designed curricula and assessments strategies to improve student academic performance. Indirect assistance for the learning process is provided by instructional monitoring for both teachers and students (UNESCO, 2014). With participatory engagement between instructors and supervisors, instructional supervision is viewed as a process that improves the curriculum, the professional development of teachers, and the teaching methods used in the classroom. (Okendu, 2012 as cited by Livingstone & Andala, 2023). Hence, it is in this premise that the researcher decided to conduct this study to determine the effectiveness of instructional supervision conducted by school heads and master teachers to the teachers in improving the learning outcomes of multigrade learners. A proposed instructional supervision plan was formulated based on the findings of the study. Therefore, 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 the instructional supervision skills of school head in improving student's learning outcomes in multigrade school in Monteverde Elementary School, Baybay City District 9, Baybay City Division. The findings of the study were basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of instructional supervision skills of school head as perceived by the teachers in improving student outcomes in multigrade school in terms of the following:
 - 1.6 resource provider,
 - 1.7 instructional specialist,
 - 1.8 curriculum specialist,
 - 1.9 learning facilitator, and
 - 1.10 school leader?

2. What is the level of academic performance of the students in multigrade school?
3. Is there a significant relationship between the instructional supervision skills of school head in improving student outcomes and academic performance of the students in multigrade school?
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 instructional supervisory skills of school head in improving students' learning outcomes in multigrade school. This study is descriptive because it describes the variables- instructional supervision skills of school head in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader, and level of academic performance of students in multigrade school. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Monteverde Elementary School of Baybay District 9, Baybay City Division. The three (3) teachers, one (1) school head and 40 multigrade students 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 skills 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 effective instructional supervision skills of school head. Similarly, to measure the performance of the students in multigrade school, the researcher gathered the grade point average of the learners in all learning areas for Quarter 4.

Sampling. The three (3) teachers, one (1) school head and 40 multigrade students 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. Researcher gathered the result of the 4th quarterly assessment and grades of the students. 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 extent of instructional supervision skills of school head in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader, and the level of academic performance of multigrade students. 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 Skills of School Head

Indicators	Weighted Mean	Description	Interpretation	
A. Resource Provider				
<i>I observed that the school head.....</i>				
1	demonstrates effective use of time and resources.	4.50	Always	Very High
2	plan, organizes, schedule, and prioritize work to be done.	4.40	Always	Very High
3	delegates work as appropriate.	5.00	Always	Very High
4	assigns staff members according to their strengths.	5.00	Always	Very High
5	establishes ongoing process for planning and making necessary	4.60	Always	Very High

	changes within the school.			
6	creates a positive climate and nurture creative approaches to change.	5.00	Always	Very High
7	demonstrates the ability to motivate teachers.	4.50	Always	Very High
8	knows the teachers' strengths about instructional resources that may be helpful to them.	5.00	Always	Very High
Mean		4.36	Always	Very High
B. Instructional Specialist				
<i>I observed that the school head.....</i>				
1	demonstrates the ability to evaluate and reinforce appropriate and effective instructional strategies.	4.30	Always	Very High
2	uses knowledge and skill in effective instructional strategies.	4.40	Always	Very High
3	supervises the teachers' using strategies that focus on the improvement of instruction	4.45	Always	Very High
4	provides teachers with evidence of continuity between clinical supervision observations.	5.00	Always	Very High
5	develops intervention procedures designed to identify strengths and remediate weaknesses.	5.00	Always	Very High
6	conducts conferences effectively with teachers regarding performance	4.50	Always	Very High
7	knows the importance of student learning objectives to the implementation of the instructional program	4.60	Always	Very High
8	communicates to staff and community the extent to which learning objectives for the school have been mastered.	4.55	Always	Very High
Mean		4.60	Always	Very High
C. Curriculum Specialist				
<i>I observed that the school head.....</i>				
1	focuses on knowledge, skills and ability towards	5.00	Always	Very High

	curriculum improvement and staff development			
2	displays mastery in the discussion of curriculum planning and implementation.	5.00	Always	Very High
3	guides teacher in delivering accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	4.40	Always	Very High
4	helps teacher to select, prepare, and utilize available technology and other instructional materials appropriate to the learners and the learning objectives.	5.00	Always	Very High
5	assists the teacher to align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners.	5.00	Always	Very High
6	develops and organize in-service training programs for teachers and provide continuous and effective professional development.	5.00	Always	Very High
7	develops and use a variety of appropriate curriculum assessment strategies to monitor and evaluate teaching and learning.	5.00	Always	Very High
8	creates and utilizes appropriate instructional planning and implementation.	5.00	Always	Very High
Mean		4.93	Always	Very High
D. Curriculum Facilitator				
<i>I observed that the school head.....</i>				
1	monitors teachers to determine instruction that include elements of effective instruction.	5.00	Always	Very High
2	engages teachers in mutual inquiry which	5.00	Always	Very High

	aims for the improvement of instruction.			
3	shares the responsibility of the instructional supervision and teaching improvement.	5.00	Always	Very High
4	intensifies the conduct of instructional supervision to include all school aspects.	4.60	Always	Very High
5	provides teachers with an adequate amount of information to become familiar with the supervisory process.	5.00	Always	Very High
6	makes efforts to reduce teachers' level of anxieties concerning the supervisory practices.	5.00	Always	Very High
7	ensures that all teachers in the school receive supervisory feedback.	5.00	Always	Very High
8	helps teachers to identify appropriate teaching and learning processes.	4.60	Always	Very High
Mean		4.90	Always	Very High
E. School Leader				
<i>I observed that the school head.....</i>				
1	places priority on curriculum and instruction issues.	4.50	Always	Very High
2	creates a climate of high expectations characterized by a tone of respect for teachers, students, parents, and community.	4.40	Always	Very High
3	functions as a leader with direct involvement in instructional policy by communicating the school policies.	5.00	Always	Very High
4	demonstrates commitment to academic goals, ability to develop and articulate a clear vision of long-term goals for the school.	5.00	Always	Very High
5	monitors student progress toward school achievement and teacher effectiveness in achieving goals.	4.00	Often	Very High

6	consults with others by involving the faculty and other groups in school decision processes.	4.30	Always	Very High
7	mobilizes resources such as materials, time, and support to enable the school and its personnel to meet academic goals.	5.00	Always	Very High
8	works cooperatively with the staff and the community to develop clear goals that relate to the organization's mission.	4.50	Always	Very High
Mean		4.59	Always	Very High
Grand Mean		4.75	Always	Very 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 skills of school head as perceived by the teachers 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 skills of school head as perceived by the teachers in terms of a school head as resource provider as rated by the teachers has an average mean of 4.75 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 was 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 skills of school heads as perceived by the teachers in terms of instructional specialist. It was revealed that school heads as instructional specialist received an average mean of 4.60 as Very High. This result indicates that teachers strongly recognize and affirm the competence of their school heads in providing instructional leadership, particularly in guiding curriculum implementation, improving teaching practices, and supporting learner achievement. Moreover, it was also shown on the table that the level of instructional supervisory skills of school head as perceived by the teachers in terms of curriculum specialist received an average mean of 4.93 as very high. This reflects a strong recognition of school heads' expertise and leadership in managing, aligning, and enhancing the school curriculum. This suggests that teachers overwhelmingly view their school heads as highly competent in their role as curriculum specialists. School heads are providing strong instructional direction by ensuring that the curriculum is properly contextualized and implemented in their respective schools. Similarly, it was express on the table that the level of instructional supervisory

skills of school head as perceived by the teachers in terms of curriculum facilitator received an average rating of 4.90 which is very high. This indicates that teachers strongly recognize the capacity of their school heads to effectively coordinate, support, and promote curriculum-related initiatives within the school. It shows that school heads are not only knowledgeable about the curriculum but are also able to lead and empower teachers to implement it effectively through ongoing support and collaboration. Finally, it was shown on the table that the level of instructional supervisory skills of school head as perceived by the teachers in terms of school leader received an average mean of 4.59 which is very high. This high rating reflects the teachers' strong acknowledgment of the school heads' leadership capabilities in setting direction, building trust, and fostering a culture of excellence within the school environment. This suggests that teachers perceive their school heads as effective and inspiring leaders who set a clear vision and direction for the school, lead with integrity and decisiveness, motivate and empower staff members, promote shared leadership and participative decision-making, and create an environment that supports continuous improvement and high standards. The grand mean of 4.75 which is interpreted as "Very High" indicates that school head often possess the quality of an effective and efficient school leader who always investigate the welfare of the teachers and learners. They always show leadership as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader whose vision and mission to provide quality education to the students through the quality of instructions of teachers gained from the very high rating of instructional supervisory skills of school head.

Table 2
Academic Performance of Students

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	11	28
4	Very Satisfactory	85-89	13	33
3	Satisfactory	80-84	9	22
2	Fairly Satisfactory	75-79	7	17
1	Did Not Meet Expectations	Below 75	0	0
	Total		40	100
	Average		83.94	Very Satisfactory

Table 2 presents the evaluation of the academic performance of multigrade students across all learning areas for the Fourth Quarter. The data reveal that out of 40 students, a total of 11 learners (28%) achieved a rating of 90–100, which is categorized as "Outstanding". Additionally, 13 students (33%) earned a rating of 85–89, classified as "Very Satisfactory." Meanwhile, 9 students (22%) received a rating of 80–84 ("Satisfactory"), and 7 students (17%) were rated within 75–79, falling under the "Fairly Satisfactory" category. A combined 61% of students (Very Satisfactory and Outstanding) demonstrate high academic performance suggesting effective teaching strategies and learner engagement. While 17% of the students were in the Fairly Satisfactory range, still meets the minimum expectations but may signal areas for additional support or intervention. These data indicate commitment and regular conduct of instructional

supervision is transparent. It shows that teachers are committed in providing relevant experiences to the students making them able to reach the desired mastery level as it was shown on the average mean of 83.94 which is under the category of Very Satisfactory.

Table 3
Test of Relationships

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Extent of the Instructional Supervision Skills of School Head to the Academic Performance of Students	0.84	2.925	0.824	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 skills of school head and academic performance of students in multigrade class. It was found in the study that the level of instructional supervisory skills of school heads and academic performance of students in multigrade school got a calculated value of t (2.925), which is higher than the table value (0.824) at 0.05 level of significance; hence, the null hypothesis is rejected. This means that there is a significant relationship between the extent of instructional supervisory skills of school head in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader and the level of academic performance of students in the multigrade school. The correlation coefficient (r) of 0.84 indicates a strong correlation between the instructional supervisory skills of school head and the level of academic performance of students in the multigrade school. This suggests that instructional supervision skills of school head play a critical role in enhancing students' achievement, especially in multigrade classroom where differentiated and strategic support is essential. Each supervisory dimension or skills contribute significantly to the improvement of academic outcomes of the students.

IV. Conclusion

The findings of the study revealed that the extent of instructional supervision skills of the school head, as perceived by the teachers, was outstanding across all key domains—resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Simultaneously, the academic performance of students in multigrade classes was found to be very satisfactory. More importantly, statistical analysis indicated a significant positive relationship between the level of instructional supervisory skills of the school head and the academic performance of the students. This suggests that effective instructional supervision—particularly when performed consistently and across multiple leadership dimensions—contributes meaningfully to enhancing student achievement in multigrade learning environments. Therefore, the study concludes that strong instructional supervision by school heads is a critical factor in promoting higher academic performance. This highlights the value of sustained leadership support,

professional guidance, and curriculum facilitation in improving learner outcomes, especially in the complex context of multigrade education.

V. Recommendations

1. Apply the recommended instructional supervision plan to attain the research goal.
2. School heads should be continuously trained and empowered to perform their supervisory roles effectively.
3. Educational leaders and policymakers can use this evidence to design programs that focus on enhancing school heads' instructional and supervisory competencies, especially in underserved or multigrade environments.
4. Promote collaborative supervision and coaching.
5. Given the strength of the relationship, these practices may serve as a model for other multigrade or rural schools, showing that strong school leadership is a key factor in overcoming academic challenges.
6. Provide recognition and incentives for teaching excellence among teachers.
7. School heads should continue to implement and refine their supervisory roles—especially in being a resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader—as these have been proven to positively influence student performance.,
8. The successful supervisory strategies and practices observed in the study may be **documented and shared** with other school heads through learning action cells (LAC), mentoring programs, or leadership forums to **promote replication** of effective leadership models. And
9. 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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