

Instructional Supervision Strategies of School Heads and Extent of Teachers' Collaboration and Personal and Professional Growth

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Abstract — This study determines the significant relationship between the extent of instructional supervision strategies of school heads in terms of teacher improvement aspects, and implementation of programs for instructional improvement and learning assessment and extent of teachers' collaboration and personal and professional growth in terms of collaborative practices, personal growth through collaboration, professional growth through collaboration, organizational support and challenges and areas for improvement. This study employed a descriptive-correlational research design utilizing the survey used by Rizada (2024) the Supervision of Instruction: Teachers and School Heads' Perspective. Further, to determine the extent of teachers' collaboration, personal and professional growth, the survey questionnaire used by Sarong (2024) in her study entitled, "Fostering Collaboration and Team Effectiveness in Educational Leadership: Strategies for Building High-Performing Teams and Networks". There are five (5) school heads and fifty (50) selected teachers were involved in the study. It was revealed on the data that the extent of instructional supervision strategies of school heads in terms of teacher improvement aspects, and implementation of programs for instructional improvement and learning assessment is very high while the extent of teachers' collaboration and personal and professional growth in terms of collaborative practices, personal growth through collaboration, professional growth through collaboration, organizational support and challenges and areas for improvement is high. Based on the statistical treatment, a moderately significant relationship revealed between the variables which are the extent of instructional supervision strategies of school heads and extent of teachers' collaboration, personal and professional growth. This indicates that effective instructional leadership contributes meaningfully to promoting collaborative culture and supporting teachers' personal and professional development, though other factors may also be influencing this relationship.

Keywords — *Instructional Supervision Strategies, School Heads, Teachers' Collaboration, Personal, Professional Growth*

I. Introduction

Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, mandates that school heads have the authority, responsibility, and accountability in

managing all school affairs. Hence, they must excel in instructional supervision, which plays a key role in overseeing, evaluating, and supporting teachers.

Further, the Philippine Professional Standards for School Heads, specifically in Domain 2, Managing School Operations, emphasized the understanding and implementing laws, policies, and guidelines related to human, financial, and material resource management. Thus, the success and failure of the school depends on the kind of school head it has. School heads significantly shape the school environment, but their impact on teachers' collaboration and professional growth is often overlooked. Some school heads' heavy workloads and administrative tasks can limit their time for instructional supervision and teacher support. School heads influence teacher processes such as preparation, induction, professional learning, feedback, appraisal, and career development (Darling-Hammond et al., 2017). These activities are monitored and observed during the conduct of instructional supervision.

Instructional supervision is a pivotal role of school heads to see to it that DepEd programs and projects are being implemented, and quality education will be delivered to the learners. And teachers play a vital role in the delivery of the lessons to the learners. Darling-Hammond, Hylar, and Gardner (2017) highlighted the positive impact of investing in teacher professional development on educational outcomes, emphasizing the crucial role of continuous investment in professional development to enhance the quality of teaching. This underscores the importance of ongoing training and support for educators to continually improve their instructional practices and ultimately benefit students' learning experiences. Moreover, supervision is an essential function for school administration, located at different levels of the superstructure that set up the schools.

Supervision of instruction is essential in our educational institution to ensure teaching and learning processes are monitored and reviewed, meeting expectations and achieving set objectives. Supervision involves assisting, directing, recommending, and encouraging development in an employee to enhance the quality of their work. Supervision refers to any program that assists teachers in achieving both qualitative and quantitative instructional delivery. It can be concluded from the above information that supervision is a crucial factor in the teaching and learning process, as well as in achieving school and educational goals among teachers and learners. Supervising includes overseeing the teacher's teaching and classroom activities (Kerry & Burke, 2020). Supervision of instruction is designed to meet this developmental need in order to maintain effective education and provide sufficient resources for teachers. It is important to state that supervision of instruction can only be said to be effective if it achieves its stated objectives, which is quality instructional delivery which will promote professional growth and collaboration among teachers in the school. Therefore, the pivotal role of instructional supervision in shaping classroom practices and enhancing the quality of teaching and learning cannot be overemphasized (Alkhaldeh, 2017).

Liu and Liao (2019) discovered that professional development programs containing content relating to curriculum, instructional techniques, school administration, and technology

were favorably connected with teacher professional growth and development. These formats supported job-embedded, inquiry-oriented, and collaborative teaching and learning that will help shape the kind of teachers who will provide quality education to the learners. Establishing bonds with teachers and creating the right conditions for their growth as leaders in and outside of the classroom are important aspects of instructional supervision that go beyond understanding how to conduct classroom observations (Zepeda, 2016). The effectiveness of instructional supervision strategies directly influences the educational experiences of students and the overall success of educational institutions (Zepeda & Mayers, 2014) in fostering collaboration and professional growth among teachers. Hence, it is in this premise that the researcher decided to conduct this study to determine the effective instructional supervisory strategies of school heads and extent of teachers' collaboration and personal and professional growth. A proposed instructional supervision plan will be formulated based on the result 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 effective instructional supervision strategies of school head that foster teachers' collaboration and personal and professional growth in Doña Feliza Z. Mejia Elementary School, Bagong Buhay Elementary School, and San Isidro Integrated School of 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 extent of instructional supervision strategies of school head employed to teachers in terms of the following:
 - 1.11 Teacher improvement aspects, and
 - 1.12 Implementation of Programs for Instructional Improvement and Learning Assessment?
2. What is the extent of teachers' collaboration and personal and professional growth in terms of:
 - 2.4 Collaborative practices
 - 2.5 Personal growth through collaboration
 - 2.6 Professional growth through collaboration
 - 2.7 Organizational support and culture, and

2.8 Challenges and areas for improvement

3. Is there a significant relationship between the extent of instructional supervision strategies of school heads and extent of collaboration and personal and professional growth?
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 relationship between the extent of instructional supervision strategies of school heads in terms of teacher improvement aspects, and implementation of programs for instructional improvement and learning assessment and extent of teachers' collaboration and personal and professional growth in terms of collaborative practices, personal growth through collaboration, professional growth through collaboration, organizational support and challenges and areas for improvement. This study is descriptive because it describes the variables-instructional supervision strategies of school heads in terms of teacher improvement aspects, and implementation of programs for instructional improvement and learning assessment and extent of teachers' collaboration and personal and professional growth. 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 was taken from the study of Rizada (2024) the Supervision of Instruction: Teachers and School Heads' Perspective. There are 25 statements for each category which describes along teacher improvement and developing, adopting existing programs, implementation of programs for instructional improvement and learning assessment. The teachers under the school head will rate the survey in describing the extent of instructional supervision strategies employed by the school head during instructional supervision activities. Further, to determine the extent of teachers' collaboration, personal and professional growth, the survey questionnaire used by Sarong (2024) in her study entitled, "Fostering Collaboration and Team Effectiveness in Educational Leadership: Strategies for Building High-Performing Teams and Networks". 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. Teachers rated the instructional supervision strategies of school heads while school heads rated the teachers' collaboration, personal and professional growth manifest by teachers in school. 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 strategies of school heads in terms of teacher improvement aspects, and implementation of programs for instructional improvement and learning assessment and extent of teachers' collaboration and personal and professional growth. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

III. Results and Discussion

Table 1
Extent of Instructional Supervision Strategies of School Heads

Indicators	Weighted Mean	Description	Interpretation	
A. Teacher Improvement Aspect				
1	Ensures that teachers perform their assigned function effectively	4.64	Always	Very High
2	Ensures that teachers can carry out their teaching responsibilities	4.56	Always	Very High
3	Ensure that new teachers receive training to enable them to function effectively on the job	4.60	Always	Very High
4	Ensure that teachers are given assistance whenever there is need	4.50	Always	Very High
5	Provides professional information for the teachers	4.40	Always	Very High
6	Guides teachers to the sources of instructional materials	4.38	Always	Very High
7	Provides technical assistance to the teachers especially in the areas of teaching methods and the use of instructional materials	4.35	Always	Very High
8	Ensures that discipline is maintained during classroom instruction	4.25	Always	Very High
9	Helps or suggestions on how to improve the performance of	4.50	Always	Very High
10	incompetent teachers	4.56	Always	Very High
11	Provides an enabling environment to discover teachers with special abilities and qualities	4.60	Always	Very High
12	Provide school- based INSET	4.75	Always	Very High
13	Uses control to affect teachers' instructional practices	4.80	Always	Very High
14	Inspect teachers' instructional practices for errors	4.90	Always	Very High
15	Help teachers to find solutions to problems they encounter in their instructional practices	4.77	Always	Very High

16	Readily avails himself for advice and instructional support	4.39	Always	Very High
17	Provides helpful recommendations for enhancing teaching methods	4.50	Always	Very High
18	Ensures that teachers have adequate teaching materials to teach	4.65	Always	Very High
19	Provides teachers with research findings about instruction	4.55	Always	Very High
20	Evaluates teachers' classroom instructional practices	4.40	Always	Very High
21	Assesses teachers' content knowledge	4.45	Always	Very High
22	Ensures that teacher make good use of instructional time	4.38	Always	Very High
23	Make informal visits to classrooms	4.35	Always	Very High
24	Formally observes teaching and learning	4.60	Always	Very High
25	Praises teachers for specific teaching behavior	4.50	Always	Very High
26	Fosters professional learning community among teachers	4.45	Always	Very High
	Mean	4.53	Always	Very High
B. Implementation of Programs for Instructional Improvement and Learning Assessment				
1	Ensures proper supply of teaching materials to the schools	4.35	Always	Very High
2	Ensures that quality of instruction is maintained	4.30	Always	Very High
3	Provides the opportunity to assess the moral tone of the school	4.40	Always	Very High
4	Provides feedback to educational planners on the need for curriculum improvement or changes.	4.55	Always	Very High
5	Develops a culture of functional literacy.	4.56	Always	Very High
6	Addresses deficiencies and sustains successes of current	4.60	Always	Very High
7	programs in collaboration with teachers, and learners		Always	Very High
8	Assist in implementing an existing, coherent and	4.40	Always	Very High

	responsive school-wide curriculum.			
9	Develop/adapts a research-based school program.	4.35	Always	Very High
10	Organize teams to champion instructional innovation programs toward curricular responsiveness.	4.25	Always	Very High
11	Manage curriculum innovation and enrichment with the use of technology.	4.50	Always	Very High
12	Enriches curricular offerings based on local needs.	4.56	Always	Very High
13	Utilizes assessment results to improve learning.	4.60	Always	Very High
14	Works with teachers in curriculum review.	4.75	Always	Very High
15	Manages the processes and procedures in monitoring student achievement	4.40	Always	Very High
16	Assesses the effectiveness of curricular/co-curricular programs and / or instructional strategies.	4.37	Always	Very High
17	Ensures utilization of a range of assessment processes to assess student performance	4.28	Always	Very High
18	Manages the introduction of curriculum initiatives in line with DepEd.	4.40	Always	Very High
19	Develops and oversees a school system to regularly communicate student progress to students and parents/guardians.	4.50	Always	Very High
20	Conducts self-evaluation of teachers' plan, work and progress;	4.40	Always	Very High
Mean		4.48	Always	Very High
Grand Mean		4.51	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 extent of instructional supervision strategies of school heads in terms of teacher improvement aspects, and implementation of programs for instructional improvement and learning assessment. It was revealed on the table that the extent of instructional supervision strategies employed by school heads to teachers in terms of teacher improvement aspects garnered an average mean of 4.53 which is interpreted as Very High. This means that school heads always investigate the improve of teachers in all aspects of the teaching and learning. This indicates that school heads consistently and proactively support teachers in enhancing various dimensions of their teaching practice—ranging from content mastery and pedagogy to classroom management, professional growth, and learner engagement. The finding suggests that school heads are not merely administrators but also instructional leaders who engage meaningfully with teaching and learning processes. This underscores the need to sustain and institutionalize instructional supervision frameworks in schools, ensuring that leadership development programs equip school heads with advanced strategies to support teacher growth. Further, it was also shown on the table that the extent of instructional supervision strategies employed by school heads to teachers in terms of implementation of programs for instructional improvement and learning assessment received an average mean of 4.48 which is interpreted as Very High. This indicates that school heads are highly active in initiating, supporting, and monitoring programs aimed at enhancing instructional quality and ensuring effective assessment practices within the teaching-learning process. School heads play a crucial role in driving school improvement through well-implemented instructional programs and sound assessment practices. By focusing on both instruction and assessment, school heads help teachers create more targeted and responsive learning experiences, leading to better student performance. Finally, it was shown on the table that the extent of instructional supervision strategies of school heads employed to teachers in terms of teacher improvement aspects, and implementation of programs for instructional improvement and learning assessment garnered a grand mean of 4.51 which is Very High. This result signifies that school heads are consistently and actively engaging in supervision practices that enhance both teacher competence and the effectiveness of teaching and learning programs. The high grand mean confirms that school heads are not focusing on isolated aspects of supervision but rather adopting a comprehensive approach that supports both teacher development and instructional program implementation. With strong supervision in place, teachers are likely to deliver more effective, responsive, and learner-centered instruction, ultimately contributing to improved student outcomes.

Table 2
Extent of Teachers' Collaboration, Personal and Professional Growth

Indicators		Weighted Mean	Description	Interpretation
A. Collaboration Practices				
1	I regularly collaborate with colleagues on instructional planning.	4.45	Always	Very High
2	I share teaching materials and resources with my peers.	4.10	Often	High
3	I participate in peer observations and feedback sessions.	4.05	Often	High
4	I engage in team teaching or co-planning when appropriate.	4.10	Often	High
5	I am part of a professional learning community (PLC) in my school.	4.09	Often	High
6	I work with colleagues to analyze student performance data.	4.06	Often	High
7	I actively participate in school-based collaborative projects.	4.00	Often	High
8	I seek input from colleagues when trying new teaching strategies.	3.95	Often	High
9	Collaboration with peers is part of our school's professional culture.	3.94	Often	High
10	I feel comfortable discussing classroom challenges with colleagues.	4.50	Always	Very High
Mean		4.12	Often	High
B. Personal Growth Through Collaboration				
11	Collaborative work enhances my sense of professional identity.	3.95	Often	High
12	Working with colleagues helps improve my communication skills.	4.00	Often	High
13	I feel more motivated and satisfied with my teaching through collaboration.	4.60	Always	High
14	Collaboration has helped me reflect more effectively on my teaching practices.	4.45	Always	High

15	My self-confidence as a teacher has increased due to peer collaboration.	4.02	Often	High
	Mean	4.20	Often	High
C. Professional Growth Through Collaboration				
16	I have learned new instructional strategies through collaboration.	4.35	Always	High
17	Collaboration contributes to my continuous professional development.	4.00	Often	High
18	I use insights from team discussions to improve student learning outcomes.	4.45	Always	Very High
19	Working with colleagues enhances my ability to address student diversity.	4.65	Always	Very High
20	I am better equipped to implement innovative teaching approaches through shared efforts.	4.60	Always	Very High
	Mean	4.41	Always	Very High
D. Organizational Support and Culture				
21	My school encourages and supports teacher collaboration.	4.45	Always	High
22	There is allocated time for collaborative activities in our school.	4.00	Often	High
23	School leaders model collaborative practices.	3.90	Often	High
24	Our school provides resources that support collaboration (e.g., meeting space, technology).	3.85	Often	High
25	Collaboration is included in our performance evaluation or professional development goals.	3.70	Often	High
	Mean	3.98	Often	High
E. Challenges and Areas for Improvement				
26	Time constraints hinder my ability to collaborate effectively.	3.30	Sometimes	Average
27	Differences in teaching philosophies sometimes limit collaboration.	3.70	Often	High
28	I need more structured opportunities to	3.80	Often	High

	collaborate with colleagues.			
29	Collaboration can be challenging due to workload and other responsibilities.	3.60	Often	High
30	Despite challenges, I believe that collaboration is essential for teacher growth.	5.00	Always	Very High
Mean		3.88	Often	High
Grand Mean		4.12	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 2 evaluates the extent of teachers' collaboration and personal and professional growth in terms of collaborative practices, personal growth through collaboration, professional growth through collaboration, organizational support and challenges and areas for improvement. It was revealed on the table that the extent of teachers' collaboration and personal and professional growth in terms of collaborative practices garnered an average mean of 4.12 which is rated as High. This indicates that collaborative efforts among teachers are frequently practiced and positively perceived, contributing to a supportive and growth-oriented professional environment. Regular collaboration contributes to better instructional quality, as teachers can draw from collective expertise and reflect on effective methods that enhance student learning. The result suggests that schools may benefit from strengthening formal structures such as Learning Action Cells (LACs) to further promote systematic collaboration and professional dialogue. Further, it was also shown on the table that the extent of teachers' collaboration and personal and professional growth in terms of personal growth through collaboration received an average mean of 4.20 which is rated as "High". The result suggests that teachers perceive their collaborative experiences as significantly contributing to their self-confidence, motivation, reflective practice, and overall sense of purpose and fulfillment in the teaching profession. When teachers grow personally through collaboration, it can lead to higher levels of job satisfaction, morale, and psychological safety—essential factors in retaining quality educators. School leaders should recognize that collaboration doesn't only serve instructional goals—it also nurtures individual teacher development, making it a valuable part of any school improvement initiative. Moreover, the table shows the extent of teachers' collaboration and personal and professional growth in terms of professional growth through collaboration revealed an average mean of 4.41 which is "Very High". This result highlights that teachers perceive collaborative practices as a highly effective means of advancing their professional skills, instructional competencies, and career development. Schools should continue to embed collaboration in professional development frameworks. When collaboration leads to

professional growth, it contributes to improved teaching strategies, more effective classroom management, and better student learning outcomes. Similarly, it was revealed on the table that the extent of teachers' collaboration and personal and professional growth in terms of organizational support and culture garnered an average mean of 3.98 which is rated as "High". This indicates that teachers perceive the school's organizational environment as generally supportive of collaborative efforts and conducive to professional and personal growth, though with room for further enhancement. While the culture is supportive, schools may benefit from further strengthening the institutional mechanisms and routines that enable sustained collaboration—such as regular professional development sessions, collaborative planning time, and recognition systems. School leaders should continue to promote a culture of openness, trust, and shared responsibility, which are essential elements in maximizing the benefits of teacher collaboration. Finally, the table revealed an extent of teachers' collaboration and personal and professional growth in terms of challenges and areas for improvement which garnered an average mean of 3.88 which is rated as "High". This indicates that while teachers actively participate in collaborative practices and recognize their value, they also encounter notable challenges and identify areas that require further improvement to maximize the benefits of collaboration and professional development. Teachers acknowledge the existence of barriers that affect the full potential of collaborative efforts, such as time constraints, lack of structured opportunities, inconsistent support, or varying levels of commitment. School leaders should take this feedback as an opportunity to identify and address the specific challenges hindering effective collaboration—whether related to scheduling, resource allocation, or facilitation support.

Table 3
Test of Relationships

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Extent of Instructional Supervision Strategies of School Heads and Extent of Teachers' Collaboration	0.64	2.658	1.774	Reject Ho	Significant Relationship (Moderate)

Table 3 shows the outcomes of tests, checking the correlations between the degree and difficulties of the extent of instructional supervision strategies of school heads in terms of teacher improvement aspects, and implementation of programs for instructional improvement and learning assessment and extent of teachers' collaboration and personal and professional growth in terms of collaborative practices, personal growth through collaboration, professional growth through collaboration, organizational support and challenges and areas for improvement got a calculated value of t (2.658), which is higher than the table value (1.774) 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 supervision strategies of school heads in terms of teacher improvement aspects, and implementation of programs for instructional improvement and learning assessment and extent of teachers' collaboration and personal and professional growth in terms of collaborative practices,

personal growth through collaboration, professional growth through collaboration, organizational support and challenges and areas for improvement. The correlation coefficient (r) 0.64 indicates a moderate correlation between the variables. This means that when school heads effectively implement supervision strategies, teachers are more likely to collaborate, grow professionally, and engage positively in school culture. This confirms that school heads play a pivotal role in fostering a collaborative and growth-oriented culture, and that their supervision strategies can significantly influence how teachers work and develop. On the other hand, while the correlation is moderate, it suggests room for improvement in maximizing the effectiveness of supervision strategies and their translation into teacher outcomes.

IV. Conclusion

The study revealed that the extent of instructional supervision strategies employed by school heads, particularly in the areas of teacher improvement and implementation of programs for instructional improvement and learning assessment, was perceived to be very high. This indicates that school heads are performing their supervisory roles with a high degree of consistency and effectiveness, focusing on enhancing teaching practices and learning outcomes. Meanwhile, the extent of teachers' collaboration and personal and professional growth—as measured in terms of collaborative practices, personal and professional growth through collaboration, organizational support, and identification of challenges and areas for improvement—was rated as high, suggesting that teachers are actively engaged in collegial efforts and recognize the benefits of working collaboratively within a generally supportive school environment. The statistical analysis established a moderate but significant positive relationship between the extent of instructional supervision strategies of school heads and the extent of teachers' collaboration and growth. This indicates that effective instructional leadership contributes meaningfully to promoting collaborative culture and supporting teachers' personal and professional development, though other factors may also be influencing this relationship. Overall, the findings affirm that instructional supervision is a critical driver of teacher development and collaboration. However, the moderate strength of the relationship suggests a need for continued enhancement of both supervisory strategies and systemic support for teacher collaboration to achieve even greater impact on instructional quality and school improvement.

V. Recommendations

1. Apply the recommended instructional supervision plan to attain the research goal.
2. School heads should continue to apply effective supervision strategies, especially those that directly support teacher improvement and instructional program implementation. To build on current strengths, they may consider integrating more personalized coaching, data-driven feedback, and collaborative goal setting in their supervisory practices.

3. School leaders should further cultivate a professional learning community (PLC) culture by providing regular time, space, and incentives for teachers to engage in deeper, more sustained collaborative practices, such as action research, lesson study, and peer mentoring.
4. Since challenges still exist in the collaborative culture, school leaders should actively seek teacher input to identify and minimize barriers, such as limited time, unequal participation, or unclear objectives during collaborative sessions.
5. Instructional supervision should be intentionally linked to the promotion of teacher collaboration. This can be done by encouraging school heads to use their supervision strategies to facilitate team-based learning goals, shared reflection, and cross-grade or cross-subject planning.
6. Provide ongoing training for school heads on transformational and instructional leadership and for teachers on collaborative and reflective practices. This will ensure both groups continue to grow in alignment with the school's improvement goals, and
7. 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



MRS. JOY S. VENEZUELA

Joy S. Venezuela, born on October 1, 1979, in Ormoc City, Leyte, is a dedicated educator and lifelong educator whose dedication to academic excellence and professional growth has shaped her career in education. She graduated as Class Valedictorian from Benolho Elementary School and continued her outstanding academic journey at Dr. Geronimo B. Zaldivar Memorial School of Fisheries, where she once again earned the title of Class Valedictorian.

During her secondary education, she showcased her creative talents as a member of the Glee Club, with a love for singing and dancing. She also achieved 3rd place in the Regional Campus Journalism – Feature Writing Contest. When she graduated, she was honored as NSAT Topnotcher, Journalist of the Year, and Best in Communication Arts – English.

Joy pursued her Bachelor of Elementary Education at Western Leyte College of Ormoc, graduating in 2009. That same year, she passed the Licensure Examination for Teachers (LET), officially launching her teaching career. Her commitment to continuous learning led her to pursue a Master of Arts in Education, majoring in School Administration and Supervision, at the same institution. Her research explores effective supervision methods that school leaders can employ to enhance teacher collaboration and professional development, ultimately contributing to improved educational outcomes.

Beyond her professional achievements, Joy is a happily married woman to a loving and responsible husband and a devoted mother of two beautiful daughters. Despite the demands of being a full-time mom, she remained steadfast in her pursuit of academic and professional growth, embodying her belief in the power of lifelong learning.

Currently, Joy serves as a dedicated Grade 1 teacher at Doña Feliza Z. Mejia Elementary School. Her passion for education, coupled with her rich background in academics and community involvement, continues to inspire both her students and colleagues. Her unwavering commitment to fostering growth and excellence reflects her deep desire to make a lasting impact in the educational landscape.