

School Head's Instructional Supervisory Practices In Relation To the Performance of Teacher's Delivery Of The Matatag Curriculum

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Abstract — This study determined the significant relationship c. School Head's Instructional Supervisory Practices in relation to the performance of Teacher's Delivery of the MATATAG Curriculum in the selected Schools OF Division Office of Baybay City. A proposed Instructional Supervisory plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to look into the connection between the School Head's Instructional Supervisory Practices in relation to the performance of Teacher's Delivery of the MATATAG Curriculum. It is possible to evaluate both variables methodically thanks to this design, which facilitates the investigation of any potential correlations between them. This study aims to clarify the relationship between School Head's Instructional Supervisory Practices in relation to the performance of Teacher's Delivery of the MATATAG Curriculum. The Test of Relationship between the Extent of School Heads' Instructional Supervisory Practices and Teachers' Performance was conducted to determine whether a significant relationship exists between these two variables. The analysis used statistical methods to assess the strength and significance of this relationship, including measures of correlation and hypothesis testing. The results showed a very strong positive relationship between how school heads carry out instructional supervision and the performance levels of teachers. This led to the rejection of the null hypothesis, indicating that the connection between effective instructional supervision and teacher performance is statistically significant. The findings highlight that the quality and extent of instructional supervisory practices implemented by school heads strongly influence teacher performance. Effective supervision includes aspects such as guidance, monitoring, and support, which are essential to improving teaching practices. The results suggest that when school heads actively engage in these supervisory roles, teachers are more likely to perform better, ultimately benefiting the students' learning experience.

The result implies that the extent of instructional supervisory practices by school heads significantly impacts teacher effectiveness. This strong influence emphasizes the importance of enhancing supervisory strategies to support teachers, thereby fostering a more productive and successful teaching environment within schools.

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

I. Introduction

In order to provide effective classroom instruction, supervision of instruction is essential. It entails giving teachers direction, support, idea exchange, facilitation, and tools to help them enhance the learning environment and standard of instruction in classrooms. Malonzo (2019) asserts that school administrators are essential in helping teachers by offering professional assistance when they are having conversations about conducting supervision of instruction. This assistance is essential for successfully putting different supervisory techniques into practice, which eventually raises student achievement.

The MATATAG Curriculum, developed by the Department of Education, holds significant promise in improving learners' foundational skills, critical thinking, and fostering lifelong learning in a rapidly evolving world. This vision aligns with the needs of the 21st-century learners, who face an increasingly complex educational environment. The curriculum was implemented starting in the 2024-2025 school year, following a nationwide capability training program for Grade 1, 4, and 7 teachers to equip them with the necessary skills to execute the changes effectively. However, the researcher acknowledges that while these goals are commendable, the rapid shift in the curriculum has raised significant concerns, especially among classroom teachers. The training provided was brief and, in the view of the researcher, insufficient for many teachers to fully grasp the new requirements. This lack of preparation has resulted in some resistance from teachers, with many expressing frustrations at the limited time to understand and adapt to the new curriculum.

Despite these challenges, the researcher believes that the role of school leaders—principals, vice principals, and instructional supervisors—is critical in addressing these issues and ensuring that teachers are well-supported throughout the implementation process. School leadership is seen as a pivotal factor in bridging the gap between policy changes and classroom practices. Without strong leadership, the researcher notes, the ambition of the MATATAG curriculum may struggle to achieve its intended outcomes. Teachers, being at the forefront of this educational shift, play a vital role in its success. However, their ability to perform effectively hinges not only on their preparedness but also on the guidance and support they receive from school administrators. Thus, the researcher argues that the effectiveness of instructional supervision is crucial in ensuring the success of this curriculum.

In light of these concerns, the researcher sees the implementation of the MATATAG curriculum as a timely opportunity to study the strategies employed by school leaders in supervising and supporting teachers. The researcher is particularly interested in exploring the different leadership strategies that can positively impact teachers' performance, as well as identifying leadership gaps that might hinder the delivery of the curriculum. By conducting this study, the researcher hopes to contribute valuable insights into the relationship between leadership practices and teacher performance, specifically in the context of the MATATAG curriculum. The ultimate goal is to provide recommendations that can be shared with fellow educators to illustrate how effective leadership can enhance the teaching and learning environment. Additionally, the

study aims to offer school leaders an opportunity for reflection and growth, helping them refine their strategies to support teachers and improve educational outcomes. Through this research, the researcher aspires to foster a deeper understanding of the critical role leadership plays in curriculum implementation and teacher performance.

This study determined the significant relationship between School Head's Instructional Supervisory Practices in relation to the performance of Teacher's Delivery of the MATATAG Curriculum in the selected Schools OF Division Office of Baybay City. 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 the school head's Instructional Supervisory Skills and performance of the Teachers?
4. What enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis

H₀ – There is no significant relationship between the school head's Instructional Supervisory Skills and performance of the Teachers.

II. Methodology

Design. A descriptive-correlational design was used in this study to look into the connection between the School Head's Instructional Supervisory Practices in relation to the performance of Teacher's Delivery of the MATATAG Curriculum. It is possible to evaluate both variables methodically thanks to this design, which facilitates the investigation of any potential correlations between them. This study aims to clarify the relationship between School Head's Instructional Supervisory Practices in relation to the performance of Teacher's Delivery of the MATATAG Curriculum. The quantitative approach allowed the researcher to collect data using a survey questionnaire. Quantitative research is the process of collecting and analyzing numerical data to find patterns, make predictions, test relationships, and generalize results to wider populations (Scribbr, 2020). Furthermore, it was descriptive since this requires the careful collection, analysis and interpretation of mostly quantitative data to show the status of knowledge regarding specific variables or even described the degrees of relationship among variables using the survey questionnaire in gathering information (Castardo, 2018). Correlational design is a procedure in quantitative research of which the researcher used a correlational statistical technique to describe and measure the degree of relationship between or among the variables of the study. The main locales of the study were the Bunga National High School, Baybay II Central School, and Hibunawan Elementary School in the Schools Division of Baybay City. The respondents of the study were the 3 School Heads and 50 Teachers. The information for the analysis was gathered using The research instruments was a The research instrument was adapted and modified from the study of Alkrdem & Mofareh (2015). The researcher used the following instruments to gather the necessary data. The questionnaire was composed of two parts. 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 Intervention Plan was taken based on the findings of the study.

Sampling The respondents of the study were the were the 3 School Heads and 30 teachers of Bunga National School, 13 teachers of Baybay II Central School, and 7 teachers of Hibunawan Elementary School in the Schools Division of Baybay City 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 asked permission from the office of the Schools Division Superintendent through a Transmittal Letter. The same letter was also given to the Public School District Supervisor, School Principal, and to the teachers under whose care the respondents were assigned.

The researcher distributed the survey questionnaires to the Head Teachers, who then had the teachers answer them. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r .

The data were collated and submitted to the appropriate statistical analysis.

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, 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 quantitative responses will be tallied and tabulated. The data was treated statistically using the following statistical tools.

The Simple Percentage and Weighted Mean were employed to determine the relationship between the School Head's Instructional Supervisory Practices and the performance of Teachers' Delivery of the MATATAG Curriculum.

Pearson's r Moment Correlation Coefficient was used to determine the significant relationship between the School Head's Instructional Supervisory Practices and the performance of Teachers' Delivery of the MATATAG Curriculum.

III. Results and Discussion

Table 1
Extent of School Heads' Instructional Supervisory Practices

	Resource Provider	Weighted Mean	Interpretation
1	demonstrates effective use of time and resources.	4.70	Always
2	plan, organizes, schedule, and prioritize work to be done.	5.00	Always
3	delegates work as appropriate.	4.90	Always
4	assigns staff members according to their strengths.	4.75	Always
5	establishes ongoing process for planning and making necessary changes within the school.	4.85	Always
6	creates a positive climate and nurture creative approaches to change.	5.00	Always
7	demonstrates the ability to motivate teachers.	5.00	Always
8	knows the teachers' strengths about instructional resources that may be helpful to them.	4.50	Always
	Mean	4.38	Always
	B. Instructional Specialist		
1	demonstrates the ability to evaluate and reinforce appropriate and effective instructional strategies.	4.85	Always
2	uses knowledge and skill in effective instructional strategies.	4.70	Always

3	supervises the teachers using strategies that focus on the improvement of instruction	5.00	Always
4	provides teachers with evidence of continuity between clinical supervision observations.	5.00	Always
5	develops intervention procedures designed to identify strengths and remediate weaknesses.	4.45	Always
6	conducts conferences effectively with teachers regarding performance	5.00	Always
7	knows the importance of student learning objectives to the implementation of the instructional	5.00	Always
8	communicates to staff and community the extent to which learning objectives for the school have been mastered	5.00	Always
	Mean	4.88	Always
	C. Curriculum Specialist		
1	focuses on knowledge, skills and ability towards curriculum improvement and staff development	4.70	Always
2	displays mastery in the discussion of curriculum planning and implementation.	5.00	Always
3	guides teacher in delivering accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	5.00	Always
4	helps teacher to select, prepare, and utilize available technology and other instructional materials appropriate to the learners and the learning objectives.	4.40	Always
5	assists the teacher to align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners.	4.40	Always
6	develops and organize in-service training programs for teachers and provide continuous and effective professional development.	5.00	Always
7	develops and use a variety of appropriate curriculum assessment strategies to monitor and evaluate teaching and learning.	4.60	Always
8	creates and utilizes appropriate instructional planning and implementation.	4.50	Always
	Mean	4.70	Always
	D. Learning Facilitator		
1	monitors teachers to determine instruction that include elements of effective instruction.	4.60	Always
2	engages teachers in mutual inquiry which aims for the improvement of instruction.	4.50	Always
3	shares the responsibility of the instructional supervision and teaching improvement.	5.00	Always
4	intensifies the conduct of instructional supervision to include all school aspects.	5.00	Always
5	provides teachers with an adequate amount of information to become familiar with the supervisory process.	5.00	Always
6	makes efforts to reduce teachers' level of anxieties concerning the supervisory practices.	4.50	Always

7	ensures that all teachers in the school receive supervisory feedback.	5.00	Always
8	helps teachers to identify appropriate teaching and learning processes.	4.40	Always
	Mean	4.75	Always
	E. School Leader		
1	places priority on curriculum and instruction issues.	4.40	Always
2	creates a climate of high expectations characterized by a tone of respect for teachers, students, parents, and community.	5.00	Always
3	functions as a leader with direct involvement in instructional policy by communicating the school policies.	5.40	Always
4	demonstrates commitment to academic goals, ability to develop and articulate a clear vision of long-term goals for the school.	5.00	Always
5	monitors student progress toward school achievement and teacher effectiveness in achieving goals.	5.00	Always
6	consults with others by involving the faculty and other groups in school decision processes.	5.00	Always
7	mobilizes resources such as materials, time, and support to enable the school and its personnel to meet academic goals.	5.00	Always
8	works cooperatively with the staff and the community to develop clear goals that relate to the organization's mission.	5.00	Always
	Mean	4.98	Always
	Grand Mean	4.74	Always

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 School Heads' Instructional Supervisory Practices across five key roles: Resource Provider, Instructional Specialist, Curriculum Specialist, Learning Facilitator, and School Leader. Each role is evaluated through several indicators, with weighted means and interpretations reflecting how frequently these practices are implemented. The data provide a comprehensive overview of how school heads perform their supervisory duties in relation to improving instructional quality and overall school effectiveness.

In the Resource Provider category, school heads consistently demonstrated strong capabilities, especially in planning, organizing, delegating, motivating teachers, and fostering a positive climate, all rated "Always" with an average weighted mean of 4.38. As Instructional Specialists, school heads showed excellent ability to evaluate instructional strategies, supervise teachers effectively, and communicate learning objectives, with a notably high mean of 4.88, signifying continuous support in teaching improvement. For the Curriculum Specialist role, the

school heads maintained a high level of mastery in curriculum planning, staff development, and instructional resource utilization, scoring a mean of 4.70, which highlights their role in ensuring curriculum quality and relevance.

Regarding the Learning Facilitator function, the school heads effectively monitored and engaged teachers in instructional improvements, sharing supervisory responsibilities and reducing teacher anxieties, reflected in a weighted mean of 4.75. Lastly, as School Leaders, they placed high priority on curriculum and instruction, maintained a respectful and collaborative climate, involved the faculty in decision-making, and mobilized resources to meet academic goals, earning the highest mean of 4.98 in this category. Overall, the grand mean of 4.74 indicates that school heads “Always” implement instructional supervisory practices comprehensively and consistently across all areas.

The result implies that school heads play a crucial and active role in enhancing school performance through effective supervisory practices. The overall average rating of 4.74 demonstrates that these leaders consistently engage in behaviors that support teachers and curriculum development, foster positive school environments, and promote academic success. This high level of implementation suggests a strong leadership foundation that can directly influence teaching quality and learner outcomes. However, continuous professional development and resource allocation remain essential to sustain and further improve these practices.

Table 2
Performance Of Teachers

	Plans of Instruction	Weighted Mean	Interpretation
1	prepare lessons relevant and aligned to the prescribed curriculum.	4.45	Excellent
2	formulate attainable learning objectives.	4.60	Excellent
3	plan activities according to the pupils’ abilities.	4.55	Excellent
4	consider time available in planning.	4.50	Excellent
5	develop long-range plans and daily lessons.	4.30	Excellent
6	demonstrate flexibility in planning.	4.80	Excellent
7	choose activities, materials, and resources appropriate for pupils’ needs	4.75	Excellent
8	plan instruction based on formative and summative assessment based on learners’ interest.	4.60	Excellent
	Mean	4.57	Excellent
	Knowledge of the Subject Matter		
1	teach accurate and up-to-date information.	4.50	Excellent
2	coordinate learning content with instructional objectives	4.45	Excellent
3	use effective examples and illustrations.	4.60	Excellent
4	present learning content in a logical sequential order.	4.75	Excellent
5	express knowledge in lesson presentation and put ideas across logically	4.70	Excellent

6	demonstrate an understanding and take responsibility for promoting high standards of literacy.	4.60	Excellent
7	establish an awareness of developments in the subject and curriculum areas	4.55	Excellent
8	foster and maintain students' interest in the subject being taught	4.38	Excellent
	Mean	4.56	Excellent
C Student Engagement			
1	create a climate in which students display initiative and assume a personal responsibility for learning	4.70	Excellent
2	provide opportunities for each student to meet success regularly	4.65	Excellent
3	use evaluative feedback to determine level of skill acquisition.	4.55	Excellent
4	encourage active participation from all students.	4.50	Excellent
5	use higher order questioning techniques to promote critical thinking skills.	4.65	Excellent
6	make use of time for an effective learning with the students.	4.60	Excellent
7	formulate methods of evaluation clear and purposeful to all learners.	4.50	Excellent
8	build opportunities for conferences to discuss student progress.	4.60	Excellent
	Mean	4.59	Excellent
	Grand Mean	4.57	EXCELLENT

This table presents the Performance of Teachers based on three major categories: Plans of Instruction, Knowledge of the Subject Matter, and Student Engagement. Each category is assessed through specific indicators with weighted means that reflect the level of teacher performance, culminating in an overall grand mean that represents the general evaluation of teacher effectiveness in delivering instruction.

In the Plans of Instruction category, teachers consistently scored highly across all indicators, with weighted means ranging from 4.30 to 4.80, resulting in an average of 4.57, which is interpreted as Excellent. This suggests that teachers effectively prepare lessons aligned with the curriculum, set attainable objectives, plan activities suitable for pupils' abilities, and demonstrate flexibility and resourcefulness in their instructional planning. Similarly, the Knowledge of the Subject Matter category received an overall weighted mean of 4.56, with teachers demonstrating mastery in delivering accurate content, coordinating learning objectives, and maintaining student interest through logical and well-organized presentation of lessons.

The Student Engagement category received the highest mean of 4.59, indicating that teachers create a positive learning environment where students take responsibility for their learning, regularly achieve success, and actively participate in lessons. Teachers also employ evaluative feedback and higher-order questioning techniques that promote critical thinking and make efficient use of time to support student progress. The grand mean of 4.57 across all categories

confirms that the teachers’ overall performance is excellent, reflecting strong instructional practices and engagement strategies.

The result implies that teachers excel in planning, subject knowledge, and student engagement, which collectively contribute to effective teaching and improved learner outcomes. The overall average rating of 4.57 implies that the teachers’ consistent excellence in these areas plays a critical role in fostering a productive learning environment and enhancing academic achievement. This high level of performance underscores the importance of continued professional development and support to maintain and further improve instructional quality.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Extent of School Heads’ Instructional Supervisory Practices TO Teachers’ Performance	0.91	4.221	0.824	Reject Ho	Significant Relationship (Very Strong)

This table presents the Test of Relationship between the Extent of School Heads’ Instructional Supervisory Practices and Teachers’ Performance. The analysis utilized Pearson’s correlation coefficient (r) and a t-test to determine the presence and strength of a statistically significant relationship between these two variables at the 0.05 level of significance. The table provides the correlation coefficient ($r = 0.91$), the computed t-value (4.221), the critical table value (0.824), the decision regarding the null hypothesis, and the interpretation of the strength of the relationship.

The data indicate a very strong positive correlation ($r = 0.91$) between the instructional supervisory practices of school heads and the performance of teachers. The computed t-value of 4.221 exceeds the critical value of 0.824 at the 0.05 significance level, leading to the rejection of the null hypothesis. This means that there is a statistically significant and very strong relationship between how well school heads implement instructional supervision and the quality of teachers’ performance. Such a strong correlation underscores the critical role that effective supervision plays in supporting and enhancing teaching practices within schools.

The result implies that the extent of instructional supervisory practices by school heads has a significant and very strong influence on teacher performance. With an overall strong correlation of 0.91, it suggests that improvements in supervisory practices, including guidance, monitoring, and support, are likely to lead to enhanced teacher effectiveness and, consequently, better student outcomes. School leaders’ active involvement in instructional supervision is therefore crucial in fostering a productive teaching environment.

IV. Conclusion

Based on the results of this study, there is a very strong and statistically significant relationship between the extent of school heads' instructional supervisory practices and teachers' performance. The findings show that effective supervision—including guidance, monitoring, and support—greatly influences teacher effectiveness. When school heads actively engage in these supervisory roles, teacher performance improves, which ultimately benefits student learning. This underscores the importance of strengthening instructional supervisory practices to create a more productive and successful teaching environment.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to the ff:

1. The teachers should actively collaborate with school heads during instructional supervision, openly accepting feedback and applying suggested strategies to improve their delivery of the MATATAG Curriculum.
2. The school heads should continuously enhance their instructional supervisory practices by providing timely guidance, monitoring teacher performance regularly, and offering professional development opportunities to support teachers effectively.
3. The Public Schools District Supervisor should facilitate training programs and workshops that strengthen the instructional supervision skills of school heads to ensure consistent and quality support for teachers across schools.
4. The parents should engage with the school community and support the learning process by encouraging their children and cooperating with teachers and school heads to improve educational outcomes.
5. The researcher should document and share best practices in instructional supervision to help school leaders and teachers implement more effective teaching strategies within the MATATAG Curriculum framework.
6. Future researchers should explore additional factors influencing teacher performance and instructional supervision effectiveness, and conduct longitudinal studies to assess the long-term impact of supervisory practices on student achievement.

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The author was born on July 13, 1990, in Baybay City, Leyte, Philippines. She earned a Bachelor of Secondary Education degree, majoring in English, in 2017. After graduating, she began her teaching career at the private school where she completed her studies. A year later, she joined the Department of Education under the Schools Division of Baybay City.

She has been with the department for seven years and has continued to teach at the same school where she was first deployed, Bunga National High School. During those years, she has handled subjects outside her specialization to help address the shortage of teachers. She has also been appointed to various ancillary roles as a coordinator, where her skills in management and supervision have been consistently demonstrated and strengthened.

These roles have given her the opportunity to observe firsthand how the school administrators address issues and concerns to ensure better implementation and continuous improvement of the school. This experience has inspired her to pursue a master's degree with a specialization in Administration and Supervision. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.