Extent of Supervisory Practices in Relation to Teachers' Performance

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Abstract — This study examined the supervisory practices of school heads and their relationship to teacher performance, while also identifying challenges in educational supervision. Data from survey questionnaires provided valuable insights into the evolving leadership landscape. The demographic profile revealed that many school heads are younger, predominantly female, and professionally experienced, reflecting innovation, inclusivity, and gender balance. Teachers, on the other hand, were largely seasoned professionals with extensive service years and advanced degrees, signifying institutional stability and a culture of continuous learning. Findings showed that school heads consistently demonstrated effective supervision across six domains, with an overall mean of 3.10 (SD = 0.70). They excelled particularly in data analysis, monitoring, and professional development, highlighting their commitment to evidence-based leadership. Correlation analyses revealed significant positive relationships between the professional attributes

of school heads and the effectiveness of their supervisory practices, as well as between teachers' qualifications and their IPCRF performance. These results underscore the importance of experience, education, and continuous training in enhancing instructional and supervisory effectiveness. Despite these strengths, challenges such as managing diverse learner needs, curriculum changes, and adapting to leadership roles remain. These findings emphasize the necessity for adaptive, inclusive, and research-informed leadership. The study concludes that collaboration and professional growth between school heads and teachers are key drivers of school excellence. It recommends sustained capacity-building programs, strengthened data literacy, and improved performance management systems to ensure effective leadership, promote inclusive education, and enhance teaching outcomes in the Philippine educational system.

I.   INTRODUCTION

This will find out the status of supervisory practices in   in relation to teacher outcomes in Mahaplag District I and II, Mahaplag, Leyte, during School Year 2025-2026, as basis for dynamic instructional leadership activities. It will also include extensive overview of literature and concepts in understanding the challenges related to supervisory practices and identifying measures for proper school community collaboration.

It has always been mentioned that education is the most effective tool for bringing about positive change in the world. du Plessis and Mestry (2019) stated that public schools in rural areas of South Africa are categorized by various factors that negatively impact on the provision of quality education. Rural areas are generally remote and relatively underdeveloped. As a result, majority of schools in remote area lack the necessary physical resources and basic infrastructure for sanitation, water, roads, transport, electricity, and information and communication technology.

Shah, Mahmood, and Shah (2015) mentioned that good management is essential in schools because schools provide education and education is essential for the economic, social, and moral development of the nation. If there will be poor management in school, there will be poor education. As a result, there will be backwardness in the country. They further mentioned that education is the only instrument through which a nation can earn her name and fame according to its nation's hope. Therefore, the role of principals and or school heads assigned in remote areas is vital.

The goal of education is to effectively teach students the essential skills and knowledge they need to have a productive, positive, self-sufficient life where they can be active members of their communities. According to Osakwe (cited 2025) school head's offers guidance to teachers through their supervision and thus objectives are achieved through effective teaching and efficient learning. Principals with better supervision take feedback and then further guide and more teachers towards desire work and objectives. Thus, the importance of supervisory techniques may help in achieving teacher's better performance and this can be accelerated through supervision practices.

The vast majority of out-of-school children around the world live in rural areas. For children who live in rural areas and who are enrolled in school, they are less likely to finish primary school or to transition to secondary school. They score worse on tests. Less educational attainment and lower skill development translate to lower incomes and worse life outcomes. Rural communities, then, face twin challenges: they have the greatest need to expand education, and they have the greatest need to improve the quality of education they provide. In a recently published review, we (with other authors) discuss some of the challenges to providing education in rural areas, potential solutions, and—with newly available data—propose how going beyond a simple urban-rural dichotomy can help countries to tailor solutions to each community.

Rural education represents unique challenges and opportunities for school heads and teacher professional development. Teachers in rural areas often encounter issues related to geographic isolation, limited access to resources, and specific community cultural dynamics, all of which impact their professional growth and effectiveness. As education systems worldwide strive to improve teacher quality, understanding the specific needs and contexts of rural educators

becomes paramount (Akintolu & Uleanya, 2021; Allen et al., 2022; Eghbal et al., 2020; Leinsalu et al., 2020; Luo et al., 2022; Quinn et al., 2020; Setyadharma et al., 2021). Rural school heads and teachers frequently experience barriers that differ significantly from their urban counterparts. Monk (2007) underscores the difficulties in recruiting and retaining high-quality teachers in rural districts, attributing these challenges partly to remote locations and fewer professional development opportunities. These issues are compounded by the limited access to collaborative and continuing education opportunities, which are more readily available in more densely populated areas. Furthermore, the retention of these teachers is often hampered by a lack of support and professional isolation (Luo et al., 2022).

Literature Review

This section delves into what impactful supervision truly entails, exploring strategies such as collaborative leadership, mentoring, and sustained professional development. Drawing from both local and international research, the review highlights how supervision can be reimagined and adapted to address the specific needs of geographically isolated teachers. Ultimately, this body of literature provides a strong foundation for understanding how well-designed supervisory practices can uplift teacher performance, enhance motivation and confidence, and lead to meaningful improvements in student learning ensuring that quality education reaches even the most remote corners of the educational landscape. By reviewing relevant theories and research findings, this literature review provides a foundation for analyzing how supervisory practices can contribute to improved teaching and learning in rural and remote schools

This study focused on the extent of supervisory practices in relation to teacher performance in urban and remote areas in Mahaplag District I and II, Mahaplag, Leyte. This is anchored on the theory of Barnawi (2016) and Wetzel et al. (2017) who emphasized the value of supervisory models that are both collaborative and reflective. Their meta-synthesis highlights how tools like dialogue journals and reflective video analysis can empower teachers, foster agency, and balance traditional power dynamics in supervision. Building on this, Wolfe and Hartman (2024) shared insights from the U.S., where remote mentoring partnerships within professional development

schools have helped sustain high-quality supervisory support even during emergency remote teaching brought on by the COVID-19 pandemic. In Qatar, Alshaboul et al. (2024) explored the ongoing challenges faced by teachers post-pandemic, noting that many supervision systems in distance education remain underdeveloped, often failing to support teacher self-efficacy or alleviate instructional fatigue in virtual environments.

Meanwhile, in Europe, Cardenal, Díaz-Santana, and González-Betancor (2024) developed a participative teaching model centered on student feedback loops, which proved to enhance engagement and build stronger teacher-student relationships in rural Spanish schools. Likewise, El Hamamsy et al. (2023) from Switzerland and France introduced an adapted "cascade model" that empowers teacher-trainer networks to scale up supervision in ways that directly support rural educators' professional development needs. In Eastern and Asia-Pacific regions, supervision is also evolving to fit local challenges. For instance, in rural China, Xia and Long (2025) designed and validated the Teacher Performance Appraisal Questionnaire (TPAQ) a tool that guides supervisors in providing competency-based, context-aware feedback. Similarly, Java et al. (2024) found that school leaders in both rural and urban China who prioritized instructional leadership helped narrow gaps in teaching quality by expanding professional learning opportunities.

In Taiwan, Wiyono, Imron, and Arifin (2022) demonstrated that combining ICT-based supervision with peer discussions significantly boosted teacher motivation and instructional performance, even in schools with limited resources. On a broader scale, Pesina (2025) reviewed global practices and emphasized the potential of mentoring software platforms to support remote teachers by offering clear goal-setting, real-time feedback, and performance analytics. In another Chinese study, Guo et al. (2022) examined remote co-teaching models, showing that virtual supervision provided by experienced educators improved classroom outcomes in underserved rural schools. Meanwhile, Kumar (2025) in India underscored that with the right mentorship, rural teachers can serve as catalysts for community transformation, particularly when empowered through context-sensitive supervision.

In the Australasian region, DeMatthews et al. (2025) highlighted how frequent turnover in district leadership whether in rural Texas or remote parts of Australia can destabilize supervision

systems and leave teachers without the support they need. In contrast, Mahony et al. (2022) presented a more promising model from Australia: a blended approach to supervision (combining in-person and remote mentoring) that, when matched with strong leadership and trust between supervisor and supervisee, can help rural teachers build resilience in isolated environments. From Latin America, Cardenal et al. (2024) shared innovative work from Spain and Chile, where teachers in rural areas used extended reality (XR) tools during supervision sessions. These technologies not only stimulated creativity in the classroom but also deepened peer-to-peer reflective practices.

Finally, cross-disciplinary studies offer additional insight. Varela et al. (2021) conducted a systematic review of tele supervision in rural psychology training and found that, when thoughtfully implemented, virtual supervision can build strong professional relationships even across geographic divides an approach with clear parallels to rural teacher supervision. In Taiwan, a 2024 article in the Sustainability journal emphasized that rural school principals often face complex, context-specific challenges, and therefore need customized supervisory frameworks to lead effectively and engage their communities. Returning to the Middle East, Alshaboul et al. (2024) again stressed the importance of refining post-pandemic distance supervision by addressing persistent issues such as inadequate technology, overloaded curricula, and gaps in teacher readiness challenges shared across many rural and remote education systems worldwide.

II.   METHODOLOGY

Research Design

This study examined the extent of supervisory practices   in relation to teacher's outcomes in Mahaplag District I and II, Mahaplag, Leyte, during School Year 2025-2026, as basis for dynamic collaborative instructional leadership activities.

McCombes, S.   (2019) said that as part of the last analysis of findings, descriptive-assessment research designs are employed to provide a broad picture of certain phenomena. The

steps in this kind of research process are as follows: determining the information required to address the issue, choosing or creating instruments for data collection, identifying the target population and deciding on sampling techniques, designing an informational method, data collection, data analysis, and prediction generalization.   In addition, the descriptive-quantitative design will be adopted to collect accurate information and adequate representations of people, things, processes, and events. It is used to gather data from common situations and scenarios in order to describe and interpret them.

This kind of study had as its main goal clarifying the facts and characteristics of the study. The knowledge behind this type of research is to study the frequencies, averages, and other statistical calculations. Primarily, this study will determine the demographic profile of the respondent groups; extent of supervisory practices the school heads; level of teacher outcomes based on Individual Performance Commitment Review Form (IPCRF); and the challenges encountered related to supervisory practices.

According to the data provided by the Department of Education of Mahaplag, Leyte, there are 30 school heads and 320 teachers.   Using purposive sampling for school heads, this research utilized all the school heads because of the small number in the size of the population. On the other hand, there is a total of 320 teachers for both districts. They are being selected as participants based on their characteristics, knowledge, experiences, and some other criteria. They are also available, willing, or easy to access or contact on a practical level. They responded to the survey questionnaire in this study to gather data.

Consequently, the statistical tools that was employed in data processing is Pearson r to determine if there is significant relationship between the extent of supervisory practices and level of teacher performance. The Pearson correlation coefficient (r) is the most common way of measuring a linear correlation. It is a number between –1 and 1 that measures the strength and direction of the relationship between two variables (Turney, S. 2024)

Sample of the Study

The sample refers to the number of schools heads and teachers that was utilized in this study. The sample size, which was determined by the number of items, individuals, or data points chosen to statistically represent a larger population, is a crucial determinant in research due to its direct impact on the reliability and generalizability of the results to the broader population (Coursera, 2023). In this study, the population size (N) was 30 for school heads and 100 for teachers.

The researcher employed the purposive sampling for school heads due to the small number of population size while simple random sampling is used for the teachers.   A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. This method is the most straightforward of all the probability sampling methods, since it only involves a single random selection and requires little advance knowledge about the population. Because it uses randomization, any research performed on this sample should have high internal and external validity, and be at a lower risk for research biases like sampling bias and selection bias.

Table 1 presents the distribution of the respondent groups.

TABLE 1
DISTRIBUTION OF THE RESPONDENT GROUPS

Respondents	*f*	*%*
School Heads	30	23.08
Teachers	100	76.92
Total	**130**	**100.00**

As reflected in Table 1, the respondents of the study composed of 30 (23.08%) school heads; and 100 (76.92%) teachers of Mahaplag District I and II. A total number of 130 respondents were asked to answer the survey questionnaires. They were chosen as respondents since they are connected with the schools. After calculating the simple random sampling for each group, the respondents will be selected using a research randomizer. For example, simple random of the

teacher respondents is one hundred thirty (130). The range will start from 1 to 100, therefore, using the randomizer the set of numbers to be included as respondents will be (5, 10, 15, 20, 25, 30, and so forth until it reaches the desired number of samples).

Measures

The study gathered data adopting structured questionnaire related to the study but with modification to fit the present research. The researcher employed simple random and purposive sampling technique and conducted the survey both face to face and google form.

There were four (4) parts in the questionnaires. Part I asked information on the profile of the respondent groups as to the following: school administrators' age, sex,civil status. number of years in the current position, highest educational attainment, position, number of related seminars/training attended, number of teachers supervised, and number of innovations introduced to the school; teachers' age, sex, civil status, highest educational attainment, number of years in teaching, and number of relevant trainings/seminars attended. Part II determined the extent of supervisory practices the school heads based on the following practices: classroom observations and feedback, professional development, collaboration and support, curriculum development and implementation, data analysis and monitoring, and setting performance expectations. Part III measured the level of teacher outcomes based on Individual Performance Commitment Review Form (IPCRF) for as to the following Key Result Areas: content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning, community linkages and professional engagement and personal growth, and plus factor.

Part IV identified the challenges encountered in relation supervisory practices.

In order to determine the perception of teacher respondents in Part II as to the extent of supervisory practices, the following data scoring, scale and descriptive category was adopted: (4) 3.26-4.00 Strongly Agree (SA); (3) 2.51-3.25 Agree (A); (2) 1.76-2.50 Disagree (D); (1) 1.0- 1.75 Strongly Disagree (SD). In order to determine the level of teacher outcomes as rated by the school administrators, the following data scoring, scale and descriptive category data scoring will be

adopted: (5) 4.21-5.00 Outstanding (O) (4) 3.41-4.20 Very Satisfactory (VS); (3) 2.61-3.40 Satisfactory (S); (2) 1.81-2.60 Unsatisfactory (U); (1) 1.0- 1.80 Poor (SD).

To determine the degree of the challenges related to supervisory, the issues was ranked from No. 1 to 10 according to its degree of seriousness.

Content validation was conducted by a panel of experts at Northwest Samar State University, with the instrument undergoing revisions based on their feedback.

Procedures

The data-gathering procedure in this study involved the following steps to report the defined research queries and to come up with the appropriate result constructed on the findings of the current study.

Data collection was facilitated by a survey questionnaire adopted from related study.   The questionnaire measured the extent of supervisory practices and level of teacher's performance. This instrument was designed to ensure that the collected data is relevant and accurate, enabling the researcher to draw meaningful insights from the study.

Similarly, the survey was presented to the board of examiners during the proposal defense for its content validation prior to fielding. The researcher sought permission to conduct a pilot test by preparing a formal letter approved by the thesis adviser and suggestions from the research panel. The researcher addressed the panel's viewpoints and make the required alterations and removals in consideration of the suggestions put forth. The questionnaires were distributed to one hundred thirty (130) respondents outside the sample study for legitimacy of the query paragraphs which results showed significant or no significance correlation.

The researcher determined the collection of the sample extent taken from the data collected from Mahala Districts I and II, Mahaplag, Leyte. For this research, the researcher   utilized purposive and simple random sampling selection to identify the population of subgroups in each

position. After selecting the sample, the researcher collected data via face to face and online using the content-validated survey questionnaire with local language translation to facilitate understanding by respondents.

The collected data were encoded into a computer database. To analyze the data, descriptive quantitative statistics was used to summarize and inferential statistics to examine the research premises. After the collection of data, the researcher analyzed it to identify patterns and relationships among variables. The findings were presented via tables. Additionally, the findings were interpreted in light of the research queries and objectives. The results were then discussed in the existing literature on the extent of the factors contributory to supervisory practices. Therefore, the researcher concluded from the results and recommended future research and home school interventions to address the issue through dynamic instructional leadership activities..

Data Processing

Data were gathered and evaluated from the survey and statistically treated using different statistical tools. Cronbach's alpha was utilized to examine the inner constancy, dependability, and validity of the formulated instrument. Frequency tallies and percentage were applied to summarize the information of the respondents and the prevalence of specific responses to questions related to supervisory practices and teacher performance. The Pearson r test was utilized to find the significant relationship between the extent of supervisory practices and level of school performance. The information that were obtained served as the basis on understanding the relationship between the two variables.

Ethical Considerations

Ethics are a guiding principle that shapes the conduct of researchers. It influences both the process of discovery and the implications and applications of scientific findings. Ethical considerations in research include, but are not limited to, the management of data, the responsible

use of resources, respect for human rights, the treatment of human and animal subjects, social responsibility, honesty, integrity, and the dissemination of research findings. At its core, ethics in scientific research aims to ensure that the pursuit of knowledge does not come at the expense of societal or individual well-being. It fosters an environment where scientific inquiry can thrive responsibly (Resnik DB.,n.d.).

Ethics in research is significantly shaped by past experiences where a lack of ethical consideration led to negative consequences (Paul C, Brookes B. 2015).

Confidentiality is pivotal in research involving human subjects. Participants' personal information must be protected from unauthorized access or disclosure (Barrow JM., 2022). Researchers were obliged to take measures to preserve the anonymity and privacy of participants, which fosters trust and encourages participation in research. Justice in research ethics refers to the fair selection and treatment of research participants8. It ensures that the benefits and burdens of research are distributed equitably among different groups in society, preventing the exploitation of vulnerable populations (McDermott R, Hatemi PK, 2020).

Before a study commences, the panel of experts reviewed the research proposal to ensure it adheres to ethical guidelines. This included evaluating the risks and benefits, the process of obtaining informed consent, and measures for maintaining confidentiality.

III.   RESULTS AND DISCUSSION

This offered a comprehensive understanding of the extent of supervisory practices in relation to teacher's performance in Mahaplag District I and II, Mahaplag Leyte. This showed the result in comparison with the existing literature.

This section provided, evaluated, and interpreted the information gleaned from the study participants' questionnaires. Together with related statistical analysis and interpretation, the data are given in tabular and graphical formats. The conversation focuses on the extent of supervisory practices in relation to teachers' performance.

Profile of respondents. This subsection provided the demographic profile of the respondents, which was used in obtaining data on the extent of supervisory practices in relation to teachers' performance in Mahaplag District I and II, Mahaplag Leyte, during School Year 2025-2026.

School Heads

Age. Based on data gathered as presented on Table 2, majority of school heads are in the 31– 40 age group (66.67%), suggesting a relatively young leadership profile. Younger leaders are often more open to educational reforms, technological integration, and innovative teaching practices, aligning with 21st-century learning needs.

Age Category	f	%
51 – 60 years old	4	13.33
41 – 50 years old	6	20.00
31 – 40 years old	20	66.67
Total	30	100.00
Mean Age: 36		
StDev. 2.93		

Sex. Out of 30 participants, The higher proportion of female school heads (60%) suggests that women are increasingly taking on leadership positions in schools. This reflects broader trends in education, where teaching and school administration are often female-dominated professions (UNESCO, 2019). Research suggests that gender diversity in leadership contributes to more balanced decision-making and organizational effectiveness (Catalyst, 2020).

Civil Status. The 30 school head respondents, showed that 25 or 83.33% were married. This distribution suggested that a significant portion of the respondents are in stable relationships. This means that the predominance of married school heads may reflect personal stability and maturity, which are often associated with effective leadership and decision-making

Number of years in current position. Majority of the respondents, 73.33% or 22 school heads, have been in service for 11 to 20 years. This suggests that the school heads possess ample

professional experience, which may contribute positively to their organizational competence and management. Their long years of service may also indicate stability and commitment to the profession. While only 26.67% or 8 school heads have 1 to 10 years of teaching experience. The mean year of service is 15, indicating that most school heads are experienced and have long tenure in their administrative profession.

Highest Educational Attainment. The majority of school heads (83.33%) are at the master's level. According to Grissom, Egalite, and Lindsay (2021) in How Principals Affect Students and Schools (Wallace Foundation), principals with advanced academic training tend to demonstrate stronger instructional leadership and organizational management skills, which positively influence teaching quality and student achievement. In the Philippine context, Montales (2023) emphasized that school heads with postgraduate studies exhibit higher levels of leadership performance and are more capable of aligning school programs with national education standards. Moreover, Ulit and Pana (2024) reported that educational attainment among school administrators correlates with improved supervision practices and teacher motivation.

Position. Head Teacher I–III positions, while only 26.67% are Principals I–II. This distribution implies that most respondents hold middle-level leadership roles, which are primarily focused on instructional supervision, subject coordination, and classroom-based leadership rather than full administrative management. The dominance of head teachers indicates that leadership responsibilities in many schools are still concentrated at the instructional level, emphasizing teaching quality and curriculum implementation.

Number of relevant Trainings/ Seminars Attended. Based on the data gathered, the majority of school heads (83.33%) have attended 31 or more trainings and seminars, while 16.67% have participated in 21– 30 trainings. This distribution indicates that most school heads are highly engaged in continuous professional development, reflecting their strong commitment to improving their leadership and management competencies. Such consistent participation in capacity-building activities suggests that they are well-informed about current educational policies, instructional innovations, and leadership practices.

Number of teachers supervised. Based on the data gathered, the majority of school heads (60.00%) supervise 21 to 30 teachers. According to Grissom, Egalite, and Lindsay (2021), the effectiveness of school leaders in supervising teachers significantly influences teaching quality, teacher satisfaction, and student achievement. Followed by 33.33% who supervise 11 to 20 teachers, and only 6.67% who handle 31 or more teachers. This distribution implies that most school heads manage a moderate to large number of teaching personnel, which reflects the substantial scope of their instructional and administrative responsibilities. The data suggest that school heads play a crucial role in overseeing instructional quality, providing professional support, and ensuring effective curriculum implementation across multiple classes and grade levels.

Overall, the age distribution implies a professionally seasoned and productive teaching force, with strong potential for sustaining quality education through experience-based expertise and ongoing professional development. To maximize this strength, school leaders should provide targeted programs that support both mid-career development and early-career induction. As Grissom, Egalite, and Lindsay (2021) noted, continuous professional growth across age groups fosters teacher motivation and enhances overall school performance, aligning with the goals of educational excellence and sustainability.

Summary of Findings

This contained a concise summary of the results taken from the survey questionnaires in connection to the extent of supervisory practices of school heads. This summarized a brief upshots and insights obtained and used it with notable trends and patterns perceived.

1. **Demographic Profile of the Respondent Groups.** The data show that school leadership is changing and dynamic, with most administrators being younger (31–40 years old) and female heads of schools. This shows that there are changes toward innovation and gender equity. Most of the leaders are married, which shows stability and commitment but also makes people worry about work-life balance and support systems. Even though the school heads are experienced, signs of aging show that they need to keep learning and using new methods. School leaders have a lot of

experience, are good at teaching and supervising, and are always looking for new ways to learn and improve. These are the things that lead to great education, good governance, and change leadership. On the other hand, teacher respondents result show that the teachers are very experienced and dedicated to their work. Most of them have been teaching for 11 to 20 years, with an average of 18 years of service. This shows that they have a lot of institutional knowledge and are good at teaching. Most teachers are married and have to balance their family life with their work, which can affect how happy they are with their jobs and how well they manage their workloads. There are a lot of female teachers, which makes classrooms more welcoming, but it also shows how important it is to have men and women in leadership positions in schools. A lot of teachers have master's degrees and are involved in professional development activities, which makes it very likely that they could lead peer-led learning communities and take on leadership roles. These trends show that there is a culture of constant growth, teaching based on expertise, and a dedication to educational excellence and sustainability.

2. **Extent of supervisory practices of the school heads.** The findings revealed that school heads all the time have good supervisory practices in six categories, with a grand mean of 3.10 and a standard deviation of 0.70, rated as "Agree." The two best-rated items: Data Analysis and Monitoring (3.12) and Professional Development (3.11), reflect an increasing focus on evidence-based leadership and teachers' capacity development. Bacus et al. (2024) concur that the combination of data insights and tailored development efforts improves instructional quality and student outcomes. High scores in Classroom Observations and Collaboration also demonstrate a focus on instructional leadership and peer assistance, according to Prudente et al. (2024), who highlight the importance of feedback and peer interaction. In turn, Curriculum Development and Setting Performance Expectations (both with a score of 3.09) emphasize the strategic position of school heads in connecting pedagogic practice to institutional purpose. Hubahib et al. (2025) discovered that localized curriculum variation and explicit performance expectations promote relevance and accountability. In general, evidence indicates that although supervisory practices are good, there should be additional improvement in data literacy, access to professional development, and performance assessment systems to enhance school leadership and teaching outcomes.

3. **Level of teacher outcomes based on IPCRF**. The finding indicates that teachers hold a positive attitude toward teaching assignments, reinforced by school administrators who encourage open communication and inclusive practice. Ongoing compliance with the RPMS cycle is advised to maintain high IPCRF scores, while for moderate teacher anxiety during classroom observations, transparent discussions, learning action cell meetings, and in-service training are suggested (Limos, 2023). These practices all help to provide a healthy and equitable teaching workplace that facilitates both professional development and instructional quality. In addition, the findings validate that the IPCRF is a strategic model for needs-based school program planning, strengthening supervision, and putting in place performance management systems. Research by Ostrowski and Dopson highlights inclusive leadership, resources equity, and professional networking as vital in meeting complex education demands. Ridho (2020) and Mabale (2022) also affirm the significance of alignment between academic assessment and supervision in enhancing teacher performance, particularly in adjusting to changing learning environments. Overall, such findings suggest that school heads need to spearhead responsiveness, collaboration, and strategic assistance in order to enhance both student and teacher outcomes.

4. **Test of significant relationship of school heads and the extent of supervisory practices.** The correlation analysis indicates a statistically significant positive relationship between various profile variables of school heads and the degree to which they extend supervisory practices. Of particular note are age, length of time in office, highest level of education attained, professional rank, number of trainings completed, number of teachers supervised, and innovations implemented, all of which had high correlations with supervisory effectiveness. These results imply that experience, professional development, and leadership scope are meaningfully significant in affecting how the school heads exercise supervisory functions. Sex and civil status, on the other hand, failed to demonstrate significant relations, which explains that non-professional demographic factors have little influence on supervisory practice. These findings concur with the Leithwood and Jantzi (2006) study, which highlighted that effectiveness in leadership is closely linked with professional experience, on-going learning, and capacity to innovate within the school environment. Robinson, Lloyd, and Rowe (2008) also reported that instructional leadership is enhanced when the school heads undergo focused training and work with larger teams,

corroborating the importance of strategic capacity-building. The message is straightforward: leadership development investment and extending the focus of school head roles can contribute to improved supervision quality and, indirectly, school performance.

5. Test of significant relationship on the profile of teachers and their level of performance on the Individual Performance Commitment Review Form. The results of the correlation analysis indicate that some variables of the teacher profile namely age, highest degree earned, years of teaching experience, and number of relevant trainings/seminars attended, have a statistically significant positive correlation with their performance as assessed using the Individual Performance Commitment Review Form (IPCRF). These findings imply that teachers who are more experienced and professionally advanced perform better, supporting continuous learning and career advancement. Conversely, demographic variables like sex and civil status had no strong correlation with performance results, suggesting that demographic considerations unconnected to professional development do not affect results significantly. These results are in concordance with the research of Darling-Hammond et al. (2020), which highlighted that teacher effectiveness is closely associated with professional qualifications and continuous development more than individual demographics. Likewise, Avalos's (2017) research backs the implication that long-term professional learning leads to better teaching practices and student outcomes. The message is clear: education systems must focus on investing in teacher training, experience accumulation, and developmental opportunities in order to raise overall performance and the quality of instruction.

7. Challenges encountered related to supervisory practices. The finding revealed that school public administrators have to deal with a number of challenging issues, on top of which is *"Managing the diverse needs of students."* This is the increased need for inclusive education, particularly addressing the needs of disabled students through Individual Education Plans (IEPs) that are harder to execute in digital environments (GAO, 2020). Ferdig and Pytash (2021) pointed out inequality in student engagement while learning remotely, while Basham et al. (2020) stressed the need for the incorporation of Universal Design for Learning (UDL) to meet learner variability. These studies highlight the necessity of adaptive measures and continued research to provide equal access to quality education both in physical and virtual settings. *"Curriculum changes"* came in second, highlighting the difficulties of administrators in answering both micro-level classroom

modifications and macro-level policy reforms. Estrellado (2023) mentioned that changes in the curriculum need harmonized communication and implementation in every level of the educational system. In contrast, *"Adapting to a Leadership Role" and "Managing student behavior"* were lowest ranking yet still most essential to school success. Shaked (2022) and Tshabalala (2024) highlighted the central position of principals in determining school culture and student achievement, while Fogelgarn et al. (2020) and Cornelius-White (cited in Karasova, 2023) underscored the role of empathetic, student-oriented communication in shaping positive behavior and minimizing disruption. These results indicate that while certain issues are more apparent, others such as leadership development and behavior management are need ongoing focus to create strong and responsive school communities.

IV.   CONCLUSIONS

This research study discovers that school heads and teachers both exhibit great professionalism, dedication, and willingness to improve continuously within the education system. The demographic information shows that the leadership environment is dynamic and changing, with younger, mostly female school heads who reflect innovation and gender balance, and experienced and committed teachers who help establish institution stability and teaching excellence. School heads' supervisory practices are excellently robust, especially in evidence-based decision-making and professional development, echoing the increasing attention to evidence-based leadership. Additional augmentation in data literacy and performance management systems is, however, advised to maintain and reinforce educational achievements. In addition, the positive relationship between professional experience, education, and effective teaching and supervisory performance highlights the importance of ongoing learning and leadership development. While demographic factors like sex and civil status have little effect, training-related, tenure-related, and education-progress-related factors are important in determining effective supervision as well as high IPCRF performance. Even under challenges like managing multiple learner needs and curriculum change, resilience and flexibility are shown by school leaders and teachers. More broadly, the findings confirm that building professional growth, strategic leadership, and inclusive approaches will enhance educational governance, teaching effectiveness, and student achievement throughout the system.

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