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Instructional Supervision of School Heads and its Relationship to Teachers Performance based on PPST Domains

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Abstract:

This study examined the relationship between instructional supervisory competence of school heads and teachers' performance based on PPST Domains 1, 3, and 5 in public elementary schools of Ubay 1 District, Division of Bohol. A descriptive-correlational design was employed using survey questionnaires administered to 20 school heads and 100 teachers. Results revealed outstanding supervisory skills among school heads (overall mean = 4.54) and excellent teacher performance in both school head ratings (mean = 3.59) and self-assessment (mean = 3.74), with Domain 5 strongest and Domain 3 consistently weakest. Significant positive correlations were found: moderate ($r = 0.479$, $p < 0.001$) between teacher-perceived supervision and self-assessed performance, and moderate-to-strong ($r = 0.606$, $p = 0.005$) between heads' self-rated supervision and their teacher evaluations. Despite high competence levels, 52% of teachers feared negative judgment, 36% felt anxious about unannounced visits, and supervision was widely seen as evaluative rather than developmental, indicating a critical trust deficit that limits supervisory impact. The study concludes that while technical supervisory excellence exists, its effectiveness is severely constrained without psychological safety. It recommends adopting a trust-based supervisory framework featuring co-planned observations, timely resource-supported follow-ups, and developmental feedback to transform supervision into a genuine catalyst for teacher growth and improved learning outcomes.

Keywords: Instructional Supervision, teaching competence, Teacher Performance descriptive quantitative design, Ubay, Bohol, Philippines.

Chapter 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Behind every classroom full of eager learners stand two pillars who silently carry the weight of the nation's hopes the school head who leads with vision, and the teacher who serves with unwavering dedication. Long before the bell rings, the school head is already drafting plans, balancing reports, and making decisions that affect every child under their care. At the same time, the teacher is arranging chairs, reviewing lessons, and preparing not just to teach but to inspire.

Yet, while both share the same mission, their paths often run parallel rather than hand in hand. The school head, burdened by policies and paperwork, longs to spend more time guiding instruction. The teacher, facing daily classroom realities, yearns for guidance, feedback, and affirmation. They are partners in purpose but sometimes separated by the demands of the system. The success of a school is often measured through learner achievement, yet behind every thriving classroom stands not only a competent teacher but also a visionary and supportive school head. Studies consistently affirm that school leadership is second only to teaching in its influence on student learning (Leithwood et al., 2004). Likewise, a global analysis by Darling-Hammond et al. (2017) found that schools led by strong instructional leaders are 30–50% more likely to demonstrate consistent gains in learner performance compared to those managed with purely administrative focus. In the Philippine setting, data from the Department of Education has shown that schools rated ″Very Satisfactory″ in leadership and governance under the school-Based Management (SBM) assessments are also twice as likely to achieve higher Mean Percentage Scores (MPS) in National Achievement Tests compared to schools with "Fair" *or* "Developing″ leadership indicators. This suggests that effective leadership is not merely complementary but foundational to academic success**.**

However, while much attention has been given to teacher competence through the Philippine Professional Standards for Teachers (PPST)**,** l As Omemu (2017) highlights, effective supervision helps identify both teacher strengths and areas for improvement, enables targeted follow-up interventions, and fosters a positive professional climate built on respect and collaboration. When properly implemented, supervision not only enhances teacher competence but also promotes a culture of shared responsibility and instructional excellence. Supervision is a fundamental component of school governance and operates across multiple administrative levels. At the macro level, national and local government agencies establish policies, funding guidelines, and accountability frameworks that regulate how schools should function. Modern supervision prioritizes the improvement of teaching and learning**,** focusing on classroom observation, feedback provision, and continuous mentoring.

Post-modern scholars have challenged traditional supervision models for being overly rigid, hierarchical, and authoritarian, arguing that such frameworks suppress teacher autonomy and professional agency. They contend that rational–technical approaches to supervision reduce instructional routines to mere compliance tasks, positioning supervisors as faultfinders who diagnose pedagogical shortcomings and prescribe corrective actions (Glanz & Hiemann, 2018). In contrast, contemporary literature emphasizes the shift toward more collaborative and developmental supervision models that foster professional growth rather than control. For instance, Oluremi and Oyewole (2013) highlight that supervision contributes to improved teaching and learning by ensuring proper documentation, providing constructive feedback, and monitoring instructional implementation, which collectively enhance academic performance. Recent studies further suggest that effective supervision should prioritize reflective dialogue, peer support, and data-informed

coaching rather than top-down evaluation (Bajracharya & Maskey, 2021; Mestry, 2022). Thus, the evolving discourse positions supervision not as an instrument of authority but as a catalyst for professional empowerment and instructional excellence.

Egbai et al. (2015) emphasized that effective instructional supervision requires school leaders to regularly observe classroom practices, ensure timely preparation of lesson plans, enforce proper utilization of teaching and learning resources, and oversee the consistent implementation of the curriculum. Such supervisory practices are instrumental in sustaining instructional quality and, ultimately, improving learners' academic performance. Recent studies corroborate these findings, asserting that structured supervision when combined with feedback and coaching significantly contributes to teacher effectiveness and student achievement (Adebayo & Oyekola, 2021; Mestry, 2022). Therefore, school leaders who embrace proactive and supportive supervision models are better positioned to foster a culture of accountability and continuous improvement in teaching and learning.

Aasheim's et al (2016) Differential Perception Theory posits that individuals within an organization perceive leadership qualities and competencies differently based on their roles, responsibilities, and experiences. These variations in perception suggest that what constitutes effective leadership or supervision may be viewed positively by some stakeholders yet critically by others. The theory underscores the need for leaders to recognize and navigate these perceptual differences to foster trust, collaboration, and credibility. By acknowledging that leadership effectiveness is not universally defined but contextually interpreted, supervisors can better align their practices with the expectations and needs of diverse organizational members.

This study assessed the instructional and supervisory skills of public elementary and secondary school heads in Ubay-1 District and their relationship to teachers' performance for School Year 2025–2026. It aimed to determine how effective supervision influences teacher performance and to develop a framework that strengthens instructional leadership and promotes quality education.

Theoretical Background

Marginson (2019) expands on Human Capital Theory by asserting that education serves as a strategic investment that enhances individuals' competencies, knowledge, and productivity. According to this perspective, the acquisition of education not only equips individuals with marketable skills but also elevates their capacity to participate meaningfully in economic and social systems. Thus, education is positioned as a driver of both personal advancement and societal progress, as the cumulative development of human capital contributes to innovation, workforce efficiency, and overall national growth.

Role Theory, as proposed by Biddle (2013), posits that individuals' behaviors and performance are largely shaped by the expectations, norms, and responsibilities associated with their organizational roles. Within the educational context, this theory underscores how teachers' actions and professional conduct are influenced by the roles defined by school leadership, policies, and supervision frameworks. Instructional supervision, therefore, becomes a critical mechanism through which school administrators reinforce role expectations and guide teachers toward achieving desired standards of performance.

Given that the primary goal of supervision is to enhance instructional quality, it is essential to establish clear standards, systematic processes, and appropriate tools that enable instructional leaders to provide consistent guidance, feedback, and support. Effective supervision requires principals not only to oversee and

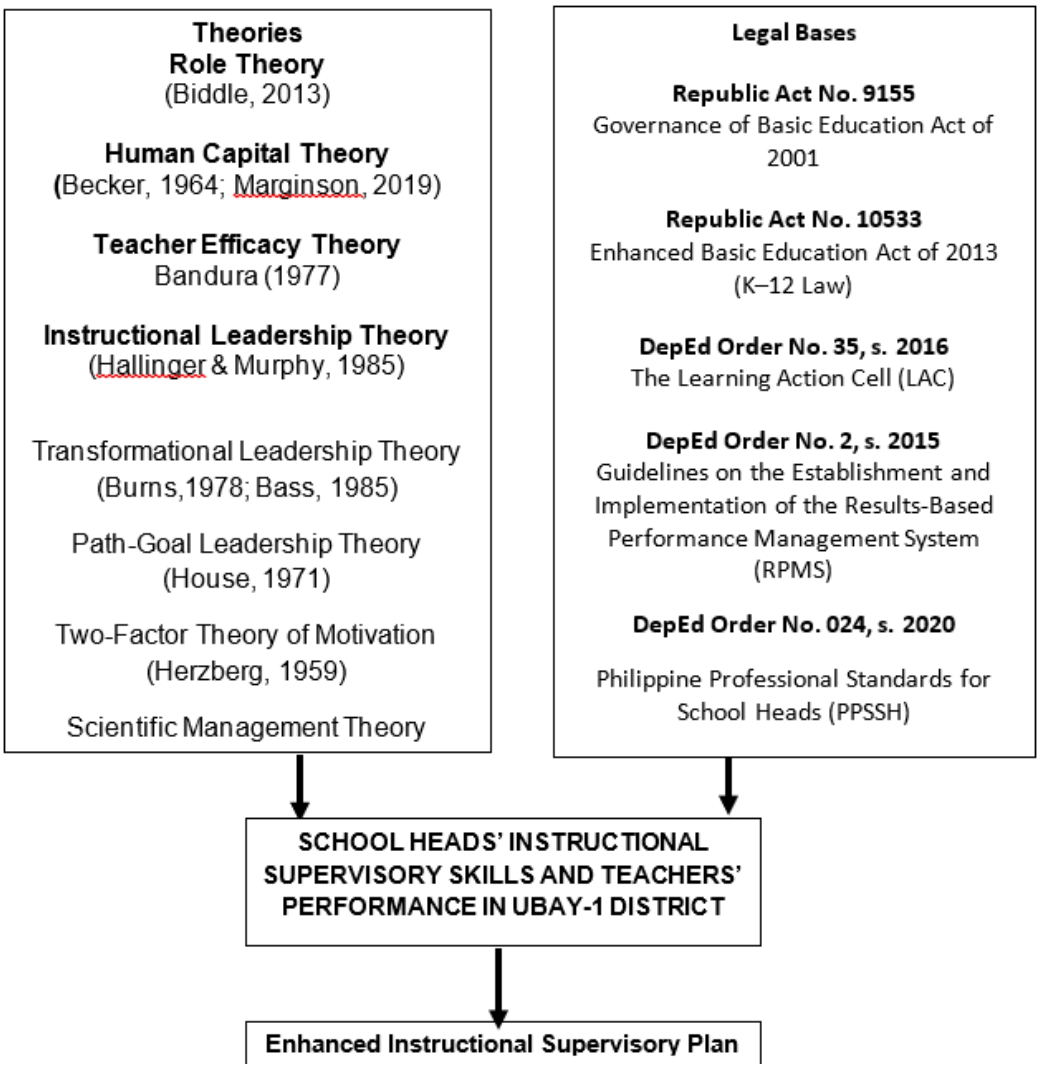

Figure 1. Theoretical Framework

evaluate teaching practices but also to coach, mentor, and facilitate continuous professional growth (Bodalina and Mestry, 2022) emphasize that instructional supervision must be sustained, structured, and collaborative moving away from irregular, compliance-driven observations toward ongoing, developmental engagements (Baggay et al., 2021; Kimathi & Wanjira, 2020). This is particularly crucial considering recent curriculum reforms, which demand adaptive teaching strategies and stronger instructional leadership.

The **Scientific Theory of Instructional Supervision** by **Frederick W. Taylor** applies the principles of scientific management to the educational setting, emphasizing efficiency, systematic planning, and objective evaluation. According to Taylor, effective supervision should rely on careful observation, data collection, and analysis to improve teachers' performance and ensure optimal learning outcomes. Supervisors act as managers who study teaching methods, identify the most efficient techniques, and train teachers to follow standardized practices. The goal is to eliminate wasted effort, promote consistency, and enhance productivity in the teaching–learning process. In essence, Taylor's theory views instructional supervision as a scientific and organized process aimed at achieving maximum efficiency and effectiveness in education.

Furthermore, school heads are widely recognized as agents of change who exert a substantial influence on the educational environment through their leadership practices. They shape school culture by facilitating knowledge-sharing, nurturing supportive professional relationships, engaging in mentoring initiatives, and promoting innovation (Mestry, 2022). In line with this, Submitter and

Basañes (2020) noted that the Department of Education has invested considerably in strengthening school leadership by extending Technical Assistance to public elementary school administrators, particularly through School-Based Management (SBM) initiatives. However, despite these efforts, there remains a pressing need to examine the factors that shape instructional supervision capacity within decentralized governance structures. Understanding these determinants is crucial for enhancing school-level management systems and creating conditions that empower teachers through targeted support, incentives, and professional growth opportunities Bajracharya and Maskey,(2021) also mentioned by Akinola and Lawal, (2023). Ultimately, building the supervisory competence of school leaders is central to achieving sustainable school improvement and instructional quality.

Additionally, teachers serve as vital partners in educational progress, complementing the leadership efforts of school heads through effective classroom instruction and meaningful learning facilitation. As the most critical determinants of educational quality, teachers are expected to uphold high standards of professional conduct and commitment (Darling-Hammond, 2017; UNESCO, 2021). Their job performance is not only shaped by competence but also by internal motivation and satisfaction, which can be significantly influenced by the leadership style and supportive practices of the school principal. Research suggests that when principals provide encouragement, recognition, and a positive work climate, teachers demonstrate higher levels of instructional effectiveness and professional engagement (Mestry, 2022). Thus, the interplay between school leadership and teacher disposition is essential in fostering a culture of excellence in teaching and learning.

School principals play a pivotal role in supporting teachers who may be struggling or in need of additional guidance. Their leadership, particularly in terms of attitude, empathy, and coaching ability, can significantly influence teacher morale and performance. Therefore, the impact of principals' supervisory skills and interpersonal approach on teachers' job effectiveness must be given serious consideration (De Castro & Jimenez, 2022; Mestry, 2022).

Moreover, Badato (2020) noted that when school heads provide teachers with access to continuous professional development—such as training on innovative teaching strategies, methods, and techniques—it equips them with new knowledge and skills that directly enhance their instructional performance. Recent studies further affirm that sustained capacity-building initiatives, when supported by school leadership, lead to improved pedagogical practices and learner outcomes (Bajracharya & Maskey, 2021; Akinola & Lawal, 2023). Thus, professional development facilitated by school leaders remains a crucial catalyst for instructional improvement.

Furthermore, the study by Kraft, Blazar, and Hogan (2018) highlights the critical role of high-quality feedback and instructional coaching in promoting teacher development and improving classroom practices. Building on this, Go and Eslabon (2024) in the Polaris Global Journal of Scholarly Research and Trends emphasize that targeted, well-delivered feedback serves as a powerful mechanism for continuous professional growth. Recent scholarship also reinforces this perspective, noting that structured feedback cycles—combined with reflective dialogue and mentorship—lead to measurable gains in teacher effectiveness and student learning outcomes (Sims & Fletcher-Wood, 2021; Papay et al., 2023). Thus, sustained coaching and evidence-based feedback remain essential pillars of effective instructional supervision.

Additionally, a study conducted by the National Center for Education Evaluation and Regional Assistance (Garet et al., 2016) underscored the effectiveness of content-focused professional development in improving teacher practice. The findings highlight that subject specific training particularly when delivered through structured online learning platforms significantly enhances teacher proficiency and classroom performance. More recent research supports this view, showing that digital and blended professional learning models provide flexible, scalable, and context-responsive pathways for teacher upskilling (Hill & Papay, 2021; Darling-Hammond et al., 2022).

Thus, content-intensive and technology-enabled professional development remains a powerful tool for strengthening instructional quality in modern classrooms.

This research is based on several theories about leadership and supervision that try to explain the link between how well school leaders supervise teachers' lessons and how well teachers do their jobs. The Clinical Supervision Model by Goldhammer (1969) and Cogan (1973) is one of the main foundations. It focuses on a cycle of pre-conference, classroom observation, analysis, and feedback after the conference. This model shows how structured supervision helps teachers reflect on their work, which leads to better lesson delivery. In the Ubay-1 District, this cycle of supervision can be seen in the RPMS-PPST classroom observation process run by the Department of Education. This is where school heads offer coaching and mentoring to help teachers improve their methods.

Transformational Leadership Theory (Burns, 1978; Bass, 1985) adds to this idea. It says that leaders motivate their teams by sharing a common vision, stimulating their minds, and giving each person individual support. Transformational supervisory approaches, like recognizing teachers' efforts, encouraging new ideas, and encouraging collaboration, are more likely to motivate and commit teachers, which will lead to better performance. This transformative effect is significant for creating a good school culture that supports outstanding teaching.

Path-Goal Leadership Theory (House, 1971) also explains the link between supervision and teacher productivity. This theory says that leaders can boost subordinates' performance by making expectations clear, removing obstacles, and giving rewards. As part of this study, school heads help teachers reach their instructional goals by keeping an eye on them, giving them feedback, and providing them with professional support. When teachers are given clear instructions and the help they need, they become more confident and better at teaching.

Herzberg's Two-Factor Theory of Motivation (1959) backs up the idea that the way supervisors do their jobs can either motivate or demotivate their employees. Recognition, chances for professional growth, and helpful criticism are all supervisory functions that serve as motivators that make teachers happier and improve their performance. On the other hand, supervision that is too strict or controlling may only keep people from being unhappy and not motivate them to do better. To get teachers to do a good job, school leaders need to use supportive and developmental supervision methods.

These theories show that good instructional supervision, which includes systematic observation, motivational leadership, and helpful feedback, is a key part of improving teachers' performance. The ideas behind them make it possible to look into how the ways school heads in Ubay-1 District supervise teachers affect how well they teach.

Finally, Ingersoll et al. (2014) highlighted that professional development needs vary significantly across age groups, stressing the importance of tailoring capacity-building programs to the distinct stages of teachers' career trajectories. Early-career educators may require foundational support in classroom management and instructional planning, while veteran teachers often seek advanced training that fosters innovation, leadership, and mentorship roles (Hill & Papay, 2021). Similarly, Hallinger and Murphy (2013) observed that individuals occupying higher leadership positions tend to adopt a broader, systemic perspective on educational improvement, whereas classroom-based educators typically focus on immediate instructional concerns. Recent literature reinforces this hierarchy of focus, suggesting that differentiated professional development should account not only for experience level but also for role-based priorities within the school organization (Mestry, 2022; Akinola & Lawal, 2023). This underscores the necessity of stratified and context-responsive professional learning frameworks that align with both organizational vision and individual educator needs.

Additionally, Hitt and Tucker (2016) underscored the importance of resource provision as a core dimension of effective instructional leadership, noting that equitable access to instructional materials, technology, and support systems enables school leaders to better guide and sustain improvements in teaching and learning. Adequate resourcing not only empowers educators but also creates an enabling environment for innovation and reflective practice (Leithwood et al., 2020).

In parallel, Knowles et al. (2014) argued that professional development must be grounded in the principles of adult learning, emphasizing that effective training should be comprehensive, personalized, and relevant to teachers' contextual needs. Recent studies affirm that when professional learning is aligned with adult learning theory allowing autonomy, collaboration, and real-world application it yields higher engagement and long-term instructional gains (Darling-Hammond et al., 2022; Papay et al., 2023). Thus, both resource allocation and learner-centered professional development remain essential pillars of impactful instructional leadership.

Furthermore, Kini and Podolsky (2016) found that teachers' effectiveness increases significantly with experience, particularly when their practice is reinforced by continuous professional development. This underscores the importance of integrating hands-on classroom experience with sustained learning opportunities to optimize instructional quality. More recent studies affirm this progression, indicating that professional growth is most impactful when experiential learning is complemented by structured coaching, reflective practice, and collaborative learning communities (Papay et al., 2023; Darling-Hammond et al., 2022). Thus, the synergy between accumulated teaching experience and ongoing professional development remains a key driver of classroom effectiveness.

The study of Whitehurst, et al, states that new teacher assessment methods aim to improve performance measurement and feedback. These systems use various sources of information, including classroom observations, student and parent surveys, measures of professionalism and commitment to the school community, differentiated principal ratings, and student test score gains in each teacher's classroom. Policymakers at the state and national levels drive innovation in teacher assessment, although most states establish their own systems. Independent school districts and charter schools. Because of the immaturity of the information base on the design of teacher evaluation systems, as well as the local politics of school management, there is tremendous variation among school districts in how they evaluate instructors.

Improving teacher assessment is one of the most pressing but contentious topics of educational policy. Value-added measures have gotten a lot of attention in new evaluation systems; However, they can only be used to assess a small percentage of teachers. In contrast, classroom observations are almost universally utilized to evaluate teachers. They have a high degree of face validity since they evaluate teaching techniques that teachers may observe. This information can provide fast and actionable formative feedback to individuals seeking to improve their practice. Despite these possible benefits, one criticism addressed about observations is the precedent of not distinguishing between teachers. Observation instruments are criterion-referenced measures that do not always result in a rating distribution, and historically, the majority of teachers have been classified as effective or highly effective.

Ingersoll et al. (2018) highlighted a strong positive correlation between teacher effectiveness and factors such as advanced academic qualifications and sustained participation in professional development programs. This finding underscores how continued learning and higher-level training contribute to the refinement of instructional practices. Teacher effectiveness, however, is inherently multifaceted. As Stronge et al. (2011) noted, it is shaped by a combination of classroom management skills, subject matter expertise, pedagogical strategies, and the ability to build meaningful relationships with students. Recent studies further reinforce this perspective, emphasizing that effective teaching results from the dynamic interplay of professional knowledge,

reflective practice, and emotional intelligence (Darling-Hammond et al., 2022; Kraft & Falk, 2023). Thus, teacher effectiveness is best understood as an evolving construct shaped by both formal development and lived professional experience.

A study by Goldring et al. (2015) reported no significant correlation between principals' formal educational qualifications and their leadership effectiveness, implying that academic credentials alone do not necessarily predict successful leadership performance. This suggests that other factors—such as interpersonal skills, instructional expertise, emotional intelligence, and practical leadership experience—may play a more decisive role in determining leadership success. Recent research supports this view, emphasizing that effective school leadership is more strongly associated with relational competence and instructional coaching ability than with formal degrees (Grissom, Egalite, & Lindsay, 2021).

Furthermore, Van Iddekinge et al. (2015) examined the relationship between chronological age and job performance among school leaders, focusing on instructional and supervisory competencies. Their findings revealed only a minimal correlation, indicating that age is not a strong predictor of leadership effectiveness in these domains. This suggests that factors such as professional experience, adaptive leadership skills, and ongoing training may be more influential than age alone in determining supervisory performance. Recent studies reinforce this perspective, emphasizing that leadership effectiveness is increasingly defined by continuous learning, emotional intelligence, and responsiveness to change rather than demographic attributes (Grissom, Egalite, & Lindsay, 2021; Netolicky, 2023).

Acabo (2020) investigated the influence of instructional leadership on school heads' performance and found that teachers generally held similar perceptions of their principals' supervisory competencies, regardless of demographic groupings. However, a significant difference emerged in the area of monitoring and evaluation when teachers were categorized by teaching position. This suggests that teachers in higher-ranking roles (such as master teachers or department heads) tended to hold greater expectations of their school heads' supervisory effectiveness. Recent research supports this notion, indicating that senior or more experienced teachers often adopt a more critical stance toward leadership practices due to their deeper understanding of instructional standards and school governance (Grissom, 2021; Bajracharya & Maskey, 2021). Thus, expectations of instructional supervision may vary according to teachers' professional status and level of instructional expertise. However, school heads to prioritize fostering a learning culture through workshops and mentorship programs, encouraging teachers to pursue advanced degrees to elevate their capabilities, and ensuring that schools stay updated with best practices, fostering effective leadership and ultimately enhancing teaching effectiveness across the organization. Go, A. D. G., and Rey, T. E. (2024).

Golez (2020) of STI West Negros University investigated the instructional competence, managerial skills, and leadership styles of school heads in relation to teacher performance. The study revealed no significant differences in instructional competence when school heads were grouped according to age, educational attainment, or length of service, indicating that teachers perceived the support they received particularly in instructional monitoring as relatively consistent across these variables. Furthermore, the findings showed no significant correlation between school heads' instructional competence and teachers' performance, suggesting that teachers continued to perform effectively regardless of perceived supervisory strengths or weaknesses. This may imply that teachers do not heavily rely on or prioritize their school heads' instructional guidance in assessing their own performance, especially in areas such as curriculum implementation. Recent research supports this trend, noting that in some school contexts, teacher professionalism, peer collaboration, and intrinsic motivation serve as stronger drivers of classroom performance than administrative supervision alone (Papay et al., 2023; Netolicky, 2023).

Go and Rey (2024). in a study conducted in the District of Rosario West, found that instructional leadership practices—particularly in areas such as lesson plan evaluation and classroom monitoring—were reported by school heads as being consistently implemented. However, although teachers acknowledged these practices, they also indicated that there remains a need to enhance the conduct of instructional supervision through more effective and context-appropriate strategies. This suggests that while supervisory mechanisms are present, their impact may be limited by the quality or relevance of implementation.

Similarly, Rose et al. (2013) emphasized that continuous training is vital for enabling teachers to effectively implement instructional innovations, which consequently enhances both teacher performance and student learning outcomes. Recent evidence aligns with this perspective, highlighting that professional development programs that are sustained, collaborative, and curriculum-aligned are more likely to lead to meaningful instructional improvements (Darling-Hammond et al., 2022; Papay et al., 2023). Thus, refining supervision strategies and investing in targeted capacity-building efforts are essential for strengthening instructional leadership in schools.

Demographic profiles of school heads and teachers highlight age, gender, civil status, educational attainment, tenure, and position as key factors influencing supervisory dynamics and instructional practices. Reyes and Santos (2025) examined demographic characteristics of elementary educators in Bohol, noting age-related promotion patterns and recruitment trends. Garcia et al. (2024) analyzed teacher age distribution in Visayas, linking generational shifts to mentorship and digital adaptation. David and Manalo (2023) investigated gender imbalances in public elementary leadership, while the Philippine Commission on Women (2024) provided national data on female dominance in basic education. Fernandez et al. (2025) explored gender homogeneity in Bohol schools and its impact on relational supervision. Mendoza (2025) studied civil status and educator resilience, and Torres et al. (2024) connected marital stability to professional dedication. Villanueva (2025) assessed advanced qualifications among school heads, and Aquino and Reyes (2023) tracked graduate education pursuit among teachers. Santos (2025) evaluated length of service and leadership maturity, and Cruz et al. (2024) identified performance peaks in mid-tenure. The DepEd (2025) career progression report detailed positional hierarchies, with Garcia (2023) and Lim (2024) discussing constraints on peer mentoring.

PPST performance in Domains 1, 3, and 5 has been widely studied in relation to teacher effectiveness and supervisory feedback. Reyes (2023) evaluated Domain 1 proficiency in Visayas, Santos et al. (2025) focused on content integration strategies, and Cruz (2024) examined gaps in higher-order thinking pedagogy. Villanueva (2024) investigated Domain 3 inclusivity in rural contexts, and the DepEd (2022) inclusivity report emphasized differentiation training. Garcia (2023) analyzed Domain 5 assessment systems, and Lim et al. (2024) reviewed feedback mechanisms. Santos (2024) synthesized cross-domain PPST composites, and Cruz (2025) replicated findings in Bohol. Teacher self-assessment studies include Reyes (2023) on Domain 1 confidence, Villanueva (2025) on integration practices, and the DepEd (2024) self-review framework. Garcia (2024) studied special needs responsiveness, Lim et al. (2025) assessed universal design adoption, Santos (2023) examined progress monitoring, and Aquino (2024) evaluated feedback delivery. Cruz (2024) aggregated self-rated composites, and Torres (2025) explored growth awareness across domains.

Instructional supervisory skills in curriculum enhancement, professional development, and monitoring/evaluation are central to leadership effectiveness. Reyes (2023) assessed curriculum enhancement practices, Villanueva et al. (2025) examined data-driven refinement, and the DepEd (2024) audited resource support. Garcia (2024) evaluated professional development formats, Lim (2025) analyzed collaborative needs, Santos (2023) studied monitoring rigor, and Aquino et al. (2024) reviewed planning gaps. Cruz (2024) synthesized supervisory composites, the DepEd (2023) conducted national alignment surveys, and Torres (2025) validated directive excellence.

Relationships between supervisory practices and teacher performance have shown significant correlations. Reyes (2023) found links between supervision and self-efficacy, Villanueva (2025) identified PD-assessment connections, and the DepEd (2024) confirmed supervisory impact. Garcia (2024) analyzed self-rated supervision and assessment alignment, and Lim (2025) explored leadership confidence effects.

Issues and concerns in instructional supervision reveal persistent trust and structural barriers. Santos (2023) identified fear of judgment as a primary obstacle, and the DepEd (2025) supervisory climate survey introduced the Trust Index. Aquino et al. (2024) outlined trust-eroding practices, Reyes and Villanueva (2023) quantified fear's impact on self-efficacy, Garcia (2025) tested co-planned observation interventions, Lim et al. (2024) linked evaluative language to anxiety, Torres and Cruz (2022) developed the Psychological Safety in Supervision Scale, and Mendoza (2024) connected resource gaps to credibility loss.

This study is grounded in several interrelated theories that collectively explain the connection between instructional supervisory skills of school heads and teachers' performance. Primarily, it is anchored on Role Theory (Biddle, 2013), which emphasizes that individuals' behavior and effectiveness are shaped by the expectations tied to their positions. In the school setting, the role of the school head as an instructional supervisor directly influences how teachers carry out their instructional responsibilities. Complementing this is the Human Capital Theory (Becker, 1964; Marginson, 2019), which asserts that investments in professional development—such as supervision, coaching, and training—enhance teachers' skills and productivity, ultimately improving performance outcomes. Moreover, Teacher Efficacy Theory by Bandura (1977) posits that the level of confidence teachers have in their abilities significantly impacts their classroom performance; thus, constructive feedback and supportive supervision from school heads can strengthen teachers' sense of efficacy. The study is further supported by Instructional Leadership Theory (Hallinger & Murphy, 1985), which identifies supervision, curriculum enhancement, and professional development as core leadership functions that influence teaching quality. Finally, the Transformational Leadership Theory (Bass, 1985) reinforces the idea that school heads who mentor, inspire, and empower their teachers foster higher motivation and commitment, leading to improved performance. Taken together, these theories provide a strong foundation for examining how instructional supervisory practices shape teacher performance in public elementary schools.

Republic Act No. 9155 – Governance of Basic Education Act of 2001 This law establishes the decentralization of basic education governance and mandates that school heads are responsible for instructional leadership and school management, including the supervision of teaching and learning processes. It reinforces the role of school leaders in ensuring quality instruction and professional support for teachers.

Republic Act No. 10533 – Enhanced Basic Education Act of 2013 (K–12 Law) This law highlights the need for competent and continuously trained teachers to deliver the reformed curriculum effectively. It mandates capacity-building programs and continuous professional development, linking directly to the instructional supervisory responsibilities of school heads.

DepEd Order No. 35, s. 2016 – The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy. This policy institutionalizes collaborative professional development and peer supervision, where school heads function as facilitators and instructional supervisors in enhancing teaching practices through LAC sessions.

DepEd Order No. 2, s. 2015 – Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS)

This order provides a systematic approach to monitoring teacher performance and instructional supervision, requiring school heads to assess, coach, and provide feedback to teachers as part of leadership accountability.

Philippine Professional Standards for School Heads (PPSSH) – DepEd Order No. 024, s. 2020. The PPSSH outlines competency domains, strands, and indicators for instructional leadership, professional development, and performance monitoring. It clearly defines that school heads must demonstrate effective supervisory skills to improve teaching-learning outcomes.

Civil Service Commission (CSC) Rules on Merit and Promotion. These guidelines emphasize that performance and competency—not merely tenure or credentials—must be the basis for career progression, supporting the study's inclusion of educational attainment, position, and other demographic factors in evaluating performance.

De Torres (2019), Lauta, R. A. (2025). STRATEGIC LEADERSHIP ON SCHOOL-BASED MANAGEMENT (SBM) IN THE DIVISION OF ALBAY: A BASIS FOR CRAFTING A SCHOOL'S STRATEGIC PLAN. A study conducted in the District of Rosario West found that instructional leadership practices, particularly in areas such as lesson plan evaluation and classroom monitoring, were reported by school heads as being consistently implemented. However, although teachers acknowledged these practices, they also indicated that there remains a need to enhance the conduct of instructional supervision through more effective and context-appropriate strategies. This suggests that while supervisory mechanisms are present, their impact may be limited by the quality or relevance of implementation.

Similarly, Rose et al. (2013) emphasized that continuous training is vital for enabling teachers to effectively implement instructional innovations, which consequently enhances both teacher performance and student learning outcomes. Recent evidence aligns with this perspective, highlighting that professional development programs that are sustained, collaborative, and curriculum-aligned are more likely to lead to meaningful instructional improvements (Darling-Hammond et al., 2022; Papay 2024). Thus, refining supervision strategies and investing in targeted capacity-building efforts are essential for strengthening instructional leadership in schools.

Finally, complementing the theoretical foundation is Bandura's (1977) Teacher Efficacy Theory, which posits that educators' belief in their capacity to influence student outcomes plays a crucial role in shaping their instructional behaviors and perseverance in the face of classroom challenges. Teachers with higher self-efficacy are more likely to adopt innovative strategies, sustain effort when confronted with difficulties, and demonstrate greater instructional resilience. Recent research by Zee and Koomen (2016) further affirms that teacher self-efficacy is strongly associated with improved instructional quality, student engagement, and academic achievement, reinforcing its importance as a key determinant of effective teaching practice.

THE PROBLEM

Statement of the Problem

This study aimed to assess the instructional supervision of school heads and its relationship to performance of teachers in Ubay-1 District during School Year 2025–2026 as a basis for crafting an enhanced instructional supervisory plan.

Specifically, it sought to answer the following queries:

1. What is the demographic profile of the school heads and teachers in terms of:

1.1. Age,

1.2. Sex,

1.3. Civil Status,

1.4. Highest educational attainment,

1.5. Length of Service,

1.6. Position, and

1.7. Relevant trainings and seminars attended?

2. As perceived by the respondent groups, what is the level of instructional supervisory skills of school heads as to:

2.1. Level of instructional supervisory skills;

2.1.1curriculum enhancement;

2.1.2. professional development; and

2.1.3. monitoring and evaluation?

2.2. Type of instructional supervision;

2.2.1. Directive;

2.2.2. Collaborative; and

2.2.3. Non – Directive?

3. What is the performance of the teachers related to PPST domains as to:

3.1 Content, Knowledge and Pedagogy,

3.2 Diversity of Learners,

3.3 Assessment and reporting?

4. Is there a significant relationship between the instructional supervision of school heads and the performance of teachers based on self-assessment using PPST Standards?

5. What are the issues and concerns in the conduct of the instructional supervision to teachers?

6. Based on findings of the study, what enhanced instructional supervisory plan can be crafted to improve teachers' performance?

Null Hypothesis

There is no significant relationship in the instructional supervisory skills of school heads when grouped according to the same variables.

Significance of The Study

This study is beneficial for the following:

School Heads. The findings of this research will provide school administrators with concrete insights into their current instructional and supervisory practices. By understanding which areas of supervision strongly correlate with teacher performance, school heads will be able to refine their leadership approaches and implement more effective strategies to foster teaching excellence.

Policy makers. The findings of this study will provide valuable empirical evidence on how instructional supervision directly affects teacher performance. Understanding which supervisory practices are most effective—such as mentoring, classroom observation feedback, or professional coaching—will allow policymakers to formulate more responsive administrative guidelines and strengthen existing DepEd frameworks such as RPMS-PPST, Learning Action Cells (LAC), and School-Based Management (SBM).

Teachers. Teachers will benefit from improved supervisory practices that are more responsive to their needs. Enhanced support, guidance, and feedback from school heads can lead to increased motivation, professional growth, and better classroom performance.

Schools and the Division of Education. Results of the study can serve as a basis for policy formulation and capacity-building programs in the division. The data may guide the design of training initiatives focusing on instructional leadership, mentoring, and performance evaluation.

For Learners. Ultimately, strengthened supervision and improved teacher performance will lead to higher-quality instruction and better learning outcomes for students. The study indirectly contributes to raising academic achievement and overall school effectiveness.

For Future Researchers. This research may serve as a reference for further studies on instructional supervision and teacher performance. It can also be replicated or expanded in other districts or educational levels, enriching the body of knowledge on educational leadership.

RESEARCH METHODOLOGY

This part contains the research methodology which include the method used, the flow of the study, research locale, research respondents, research instruments, data gathering procedures, statistical treatment of data, scoring procedures and definition of terms.

Design

A descriptive research design was utilized to determine the prevailing instructional and supervisory practices of school heads and the corresponding performance of teachers. This design was deemed appropriate as it provides a comprehensive description of existing conditions, identifies strengths and gaps, and informs policy and decision-making within the educational system.

Flow of the Study

To address the research objectives, the study followed a systematic flow of data analysis using appropriate statistical treatments aligned with each objective.

Descriptive Analysis (Objectives 1 and 2) The first phase involved the use of descriptive analytical methods, specifically the mean, to determine the level of instructional and supervisory skills of school heads in terms of curriculum enhancement, professional development, and monitoring and evaluation. This phase also measured the level of teachers' performance across the identified variables.

Comparative Analysis (Objectives 3 and 4). The second phase utilized a comparative analytical approach through the Mann–Whitney U-Test to examine whether significant differences existed in:

a. the instructional and supervisory skills of school heads, and

b. the teachers' performance, when grouped according to selected profile variables such as age, gender, educational attainment, and years of service.

c. Relational Analysis (Objective 5). The final phase employed a relational analytical approach using the Spearman Rho correlation coefficient to determine the relationship between the instructional and supervisory skills of school heads and the performance of teachers. Overall, the research flow progressed from describing the current conditions, comparing differences among groups, and finally to determining relationships, ensuring that the study's objectives were addressed comprehensively and systematically.

The process involved is sending the transmittal letter to the Public Schools District Supervisor for approval, data gathering procedure, analysis, and interpretation of the gathered data. Lastly, the output of the study is a professional development plan that will be derived from the results and findings of the research.

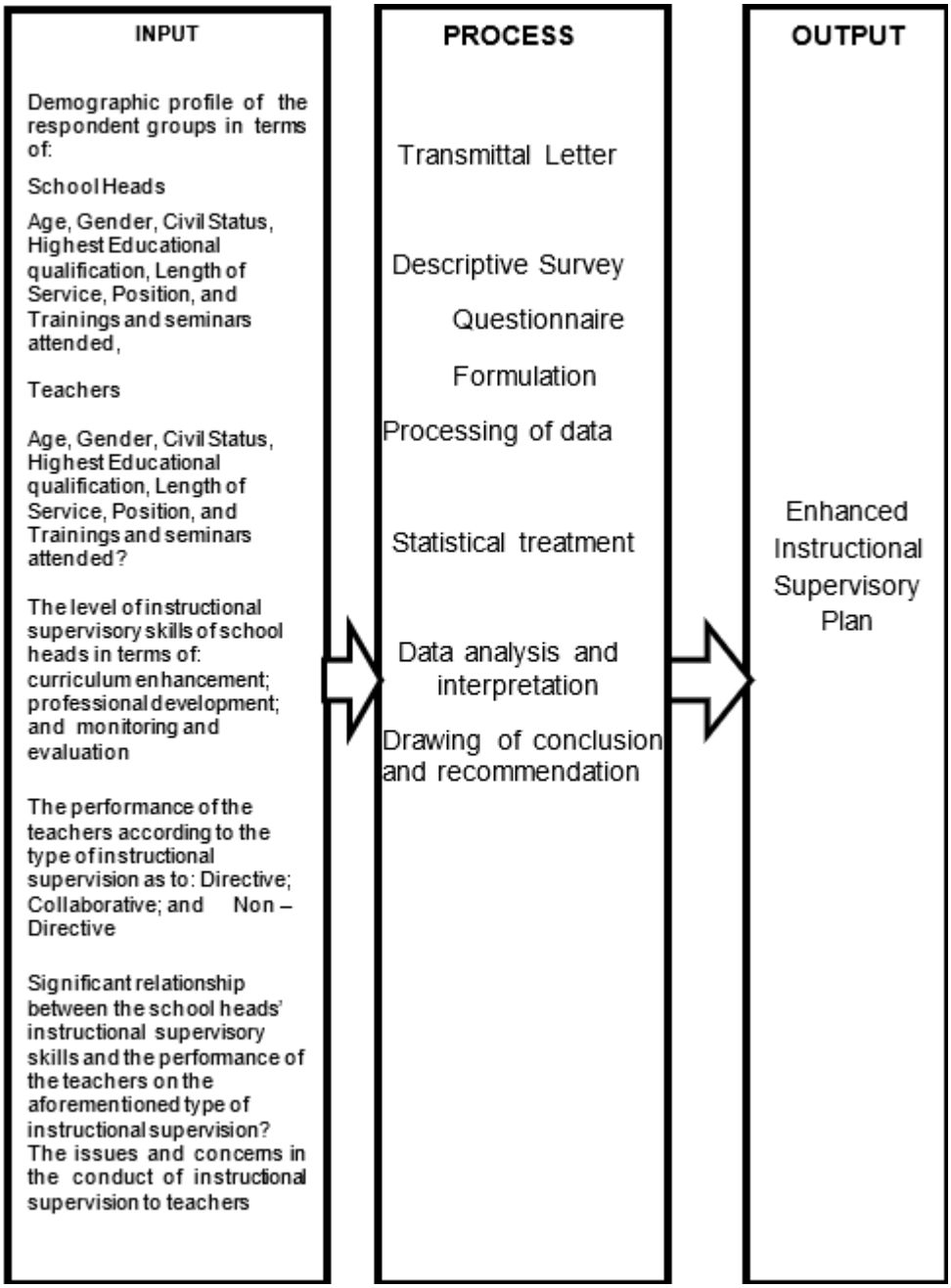

Figure 2. Flow of the Study

Environment

The study focused on Elementary and Secondary School Heads and Teachers Ubay-I district, Division of Bohol.

The study was conducted in Ubay-I District, Division of Bohol, a predominantly rural–coastal cluster of public basic education schools under the Department of Education (DepEd)–Bohol. The district comprises elementary and secondary schools that serve geographically dispersed barangays, with learners coming from farming, fishing, and small-trade households. School calendars, routines, and learner attendance patterns are often influenced by agricultural cycles, weather disturbances, and transportation access, shaping school heads' managerial priorities and teachers' instructional delivery.

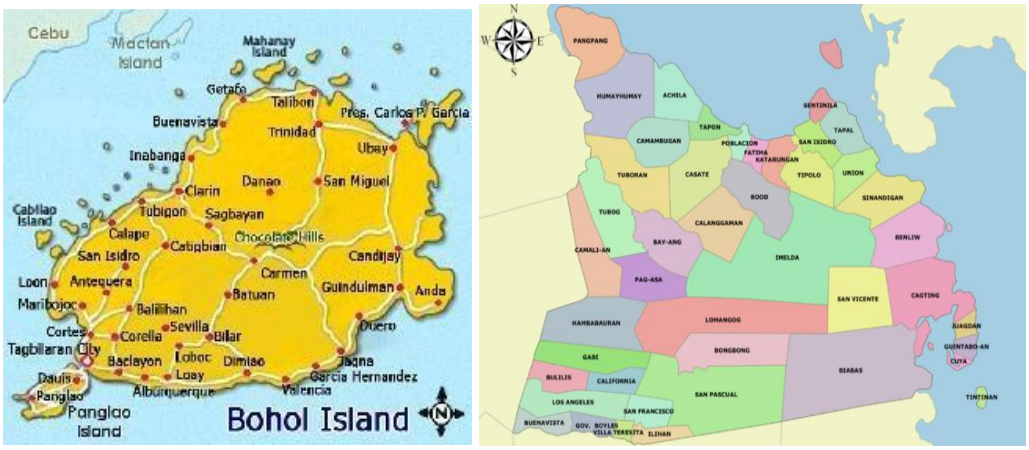

Figure 3. Location of the Environment

Schools in Ubay-I District operate within DepEd policies (e.g., K–12 MATATAG reforms, PPST-aligned performance systems, SIP/AIP cycles) and are supervised by the District Office in coordination with the Schools Division of Bohol. Leadership and governance practices include regular LAC sessions, classroom observation and feedback aligned to PPST, and data-driven planning using school report cards and assessment results. Resource levels vary across campuses, with typical constraints in ICT devices, laboratory spaces, and learning materials; however, schools maximize SBM, community partnerships (PTA/SGC/LGU), and district-led INSET to support teaching and learning.

The target respondents are elementary and secondary school heads and teachers assigned to Ubay-I District during SY 2025–2026. School heads oversee curriculum implementation, teacher supervision, and resource management, while teachers handle multi-grade or single-grade classes across key learning areas. Instructional delivery combines face-to-face lessons, contextualized/localized materials, and selective technology-enhanced activities subject to connectivity and device availability. Learner diversity (e.g., varied readiness levels, at-risk and IP learners, and those needing reading intervention) necessitates differentiated strategies and remediation programs.

District mechanisms include coaching and mentoring, INSET, Brigada Eskwela support, reading and numeracy interventions, DRRM protocols, and monitoring tools (COT/RPMS-PPST). External conditions—such as seasonal weather and road access—affect class scheduling and program roll-out, while stable LGU–school collaboration assists in facilities upkeep, minor repairs, and co-funded learning projects. This environment provides a realistic setting to examine leadership practices, instructional strategies, and teacher development efforts across both elementary and secondary levels.

Ubay-I District offers a representative mix of school sizes and resource profiles within a single governance structure, enabling cross-level comparisons (elementary vs. secondary) and triangulation of perspectives (school heads vs. teachers). The environment's blend of rural logistics, community engagement, and evolving PPST-aligned practices makes it suitable for investigating current challenges and scalable, context-responsive solutions in instructional leadership and classroom practice.

Respondents

The respondents of the study are 21 school heads and 350 teachers from Ubay Division of Schools. Table 1 shows the distribution of the respondents.

Table 1. Distribution of Respondents

Respondent Groups	Frequency	Percentage
School Heads	21	17.36
Teachers	100	82.64
TOTAL	**121**	**100**

Research Instrument

The main data-gathering tool used in this study was a structured questionnaire composed of two parts, designed to measure the school heads' instructional supervisory skills and the corresponding teachers' performance. The first part assessed **Instructional Supervisory Skills of School Heads** and was adapted from the *Clinical Supervision Model* of Goldhammer (1969) and Cogan (1973), *Transformational Leadership Theory* of Bass (1985), and selected indicators from the *DepEd Results-Based Performance Management System (RPMS-PPST Tools, 2019).* Each statement was rated using a **5-point Likert Scale** ranging from *5 – Always* to *1 – Never.*

The second part measured **Teachers' Performance**, aligned with key indicators from the *Philippine Professional Standards for Teachers (PPST)* and the *DepEd RPMS-Tools for Proficient Teachers (2019).* This section assessed teachers in terms of content mastery, instructional strategies, classroom management, assessment practices, punctuality, professionalism, and collaboration with colleagues. Respondents rated themselves or their observed performance using the same 5-point scale for consistency. The instrument was content-validated by education experts and pilot-tested to ensure clarity and reliability. Higher composite scores indicated stronger supervisory practices and higher teacher performance levels.

Data Gathering

First, an approval letter addressed to the Schools Division Superintendent of Siquijor Division will be sent seeking approval to conduct the study.

After the letter is approved, the questionnaire will be personally distributed to the respondents. The respondents will be given ample time, preferably 20-30 minutes to answer the questionnaire. If they prefer to answer the questionnaire through their preferred online platforms, the questionnaires will be accessible through these platforms.

Data will be collected and submitted to the statistician for statistical treatment. It will then be subjected to further presentation, analysis, and interpretation with the guidance of the research adviser.

Statistical Treatment of Data

Simple Percentage Analysis. Comparing two or more arrangements of information is utilized to determine the relationship between the given data.

Pearson-r. This will be utilized to determine the significant relationship between professional development management and teachers' competence.

Weighted Mean. To determine the level of instructional and supervisory skills of school heads in terms of curriculum enhancement, professional development, and monitoring and evaluation, as well as the level of teachers' performance across selected variables.

Mann–Whitney U-Test. To examine whether significant differences existed in: a) the instructional and supervisory skills of school heads, and b) the teachers' performance, when grouped according to selected profile variables such as age, gender, educational attainment, and years of service.

Spearman Rho Correlation Coefficient. To determine the relationship between the instructional and supervisory skills of school heads and the performance of teachers.

Standard Deviation. This statistical tool was used to analyze the variability in a set of data values. It helps determine how spread out the data points are from the mean, indicating the consistency or variability in the dataset.

Scoring Procedure

The following will be the scoring procedures in assessing the professional development management.

Weight	Scale	Category	Verbal Description
5	4.20- 5.00	Outstanding	The school head consistently demonstrates the skill in all situations
4	3.40- 4.19	Very Satisfactory	The school head usually demonstrates the skill in most situations.
3	2.60- 3.39	Satisfactory	The school head occasionally demonstrates the skill in some situations.
2	1.80- 2.59	Fair	The school head seldom demonstrates the skill in limited situations.
1	1.00-1.79	Poor	The school head does not demonstrate the skill in any situation

Combined Average (Teacher & School Head) IS Teacher Category		
Range	**Description**	**IS Teacher Category**
3.26- 4.00	Very High Need	Directive
2.51 -3.25	High Need	Directive
1.74- 2.50	Moderate Need	Collaborative
1.00- 1.75	Low Need	Non-Directive

DEFINITION OF TERMS

For better understanding and clarity, and to establish standard construction of meaning, the following terms had been given both conceptual and operational definitions:

Demographic Profile. This includes the personal and professional characteristics of the respondents such as age, gender, civil status, highest educational qualification, length of service, position, and trainings attended.

Enhanced Instructional Supervisory Plan. This refers to the proposed framework or strategy developed based on the findings of the study to improve the instructional supervision practices of school heads in Ubay-1 District.

Instructional Supervisory Skills. Refer to the competencies and practices of school heads in guiding, supporting, and monitoring teachers to improve the teaching and learning process. In this study, they are measured in terms of curriculum enhancement, professional development**,** and monitoring and evaluation**,** as indicated in the self-made questionnaire.

Issues and Concerns in Instructional Supervision. These are the challenges or barriers encountered by teachers and school heads during the supervisory process, as identified through survey responses and open-ended feedback.

Level of Instructional Supervisory Skills. This refers to the competencies demonstrated by school heads in guiding, supporting, and enhancing teachers' instructional practices. In this study, it is measured in terms of *curriculum enhancement, professional development, and monitoring and evaluation,* as assessed through a structured questionnaire.

Curriculum Enhancement. This pertains to the school head's ability to guide teachers in improving lesson planning, instructional materials, and curriculum alignment with learning standards.

Professional Development. This refers to the supervisory efforts of school heads in providing coaching, mentoring, training, and opportunities for continuous teacher growth.

Monitoring and Evaluation. This includes classroom observations, feedback conferences, and follow-up mechanisms employed by school heads to assess and improve teaching performance.

Level of Teachers' Performance. This refers to the effectiveness of teachers in delivering instruction, managing the classroom, and demonstrating professionalism. In this study, it is evaluated based on their level of performance under directive, collaborative, and non-directive supervision.

Directive Supervision. This type of supervision involves a top-down approach where the school head gives explicit instructions, corrective feedback, and prescriptive actions to teachers.

Collaborative Supervision. This refers to a shared supervisory process where the school head and teacher engage in joint problem-solving, reflective dialogue, and shared decision-making during supervision.

Non-Directive Supervision. This supervision style allows teachers to self-assess and reflect independently, with the school head serving as a facilitator rather than a decision-maker.

Public Elementary Schools. Refer to government-funded schools within Ubay-1 District that provide free basic education to pupils and serve as the institutional setting where instructional supervision and teacher performance are assessed in this study.

School Heads. Refer to the public elementary school principals or head teachers in Ubay-1 District who are responsible for supervising instructional processes, leading school programs, and ensuring the effective implementation of the curriculum and policies within their respective schools.

Teachers' Performance. Refers to the extent to which public elementary school teachers in Ubay-1 District effectively perform their instructional duties and responsibilities, as reflected in their teaching efficiency, classroom management, professional growth, and contribution to student learning outcomes.

Ubay-1 District. This study focuses on the selected cluster of public elementary and secondary schools in Ubay-1 District, under the Department of Education (DepEd) Division of Bohol, which serves as the study's locale and primary data source from school heads and teachers.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the quantitative data gathered and analyzed from the study. The data were collected through structured questionnaires administered to 20 School Heads (N1=20) and 100 Teachers (N2=100) in public elementary schools within a targeted district/division. The instruments assessed the respondents' perceptions of instructional supervision practices, teachers' performance, PPST-aligned teaching competencies, and issues in supervisory implementation. The findings are systematically presented, analyzed, and interpreted to provide a comprehensive understanding of the supervisory dynamics, teacher effectiveness, and systemic challenges, directly addressing the research objectives with evidence-based insights drawn from the responses.

RELEVANT INFORMATION

This section presents the key demographic characteristics of the 20 School Heads and 100 Teachers from public elementary schools within Ubay 1 District, providing essential context for understanding the supervisory dynamics and instructional practices examined in the study.

School Head and Teachers

This section pertains to the relevant information of school head and teacher respondents in terms of age, gender, civil status, highest educational attainment, number of years in the service, seminars and workshops attended.

Age

To assess the level of understanding and maturity, it is important to take into consideration the age of the respondents. Table 2 displays the age distribution of teacher respondents.

Table 2. Age Profile of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
20-30 yrs. Old	0	0	27	27
31-40 yrs. Old	4	20	34	34
41-50 yrs. Old	7	35	33	33
51-60 yrs. Old	9	45	6	6
Total	**20**	**100**	**100**	**100**

The age distribution reveals a mature leadership cohort among school heads, with the highest concentration in the 46–55 age bracket (65%), reflecting seasoned mid-to-late career administrators, while the lowest is shared between 36–39 and 56–60 (5% each), indicating limited representation of younger or near-retirement heads. Among teachers, the highest group is 30–39 years (50%), signifying a predominantly early-to-mid-career workforce, and the lowest is 20–29 years (8%), showing minimal entry-level presence. This generational structure suggests experienced supervision over a relatively younger teaching force, potentially influencing directive intensity and receptivity to guidance.

The strong female dominance in both school heads (80%) and teachers (78%) reflects persistent gender trends in Philippine elementary education, where women predominate due to cultural associations with nurturing roles. This homogeneity fosters shared relational approaches in supervision but may limit diverse leadership perspectives and increase burnout risks among females. According to David and Manalo (2023), 79% of elementary teachers and 81% of principals in Visayas are female, linking this to societal norms while highlighting potential exhaustion from overrepresentation. The Philippine Commission on Women (2024) reported 77% female staffing in basic education nationwide, recommending male recruitment to balance viewpoints and reduce gender-specific workload pressures. Fernandez et al. (2025) found 78% female representation in Bohol public schools, noting cohesive supervisory interactions but advocating gender-sensitive policies to address relational biases and enhance inclusive decision-making.

Sex

Another important factor to be looked into is the gender of the respondents. The sex—male or female—is thus established. The gender distribution of respondents who are teachers is displayed in Table 3.

Table 3. Gender Profile of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	11	55	22	22
Female	9	45	78	78
Total	**20**	**100**	**100**	**100**

Gender data confirms a strong female dominance in both roles. Among school heads, females comprise 80% (highest), with males at 20% (lowest), reinforcing traditional leadership trends in elementary education. Teachers show a similar pattern, with females at 78% (highest) and males at 22% (lowest). This gender homogeneity may foster shared perspectives in supervisory interactions but could limit diversity in leadership approaches or relational dynamics within Ubay 1 District schools.

The strong female dominance in both school heads (80%) and teachers (78%) reflects persistent gender trends in Philippine elementary education, where women predominate due to cultural associations with nurturing roles. This homogeneity fosters shared relational approaches in supervision but may limit diverse leadership perspectives and increase burnout risks among females. David and Manalo (2023) found 79% of elementary teachers and 81% of principals in Visayas are female, linking this to societal norms while highlighting potential exhaustion from overrepresentation. The Philippine Commission on Women (2024) reported 77% female staffing in basic education nationwide, recommending male recruitment to balance viewpoints and reduce gender-specific workload pressures. Fernandez et al. (2025) found 78% female representation in Bohol public schools, noting cohesive supervisory interactions but advocating gender-sensitive policies to address relational biases and enhance inclusive decision-making.

Civil Status

A further relevant factor is civil status. The marital status of the respondents reveals if they are single, married, widowed or separated. Table 4 displays the profile of the school heads and teacher respondents with respect to their civil status.

Table 4. Civil Status of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Single	15	75	36	36
Married	3	15	57	57
Separated	0	0	1	1
Widowed	2	10	6	6
Total	**20**	**100**	**100**	**100**

Civil status reflects high personal stability. Married individuals dominate among school heads (90%, highest) and teachers (82%, highest), indicating strong life-stage consistency conducive to professional commitment. The lowest category is widowed/separated among teachers (3%) and single among heads (10%), with no widowed/separated heads reported. This predominantly married profile suggests emotional and familial support systems that may enhance resilience and dedication to supervisory and teaching roles.

High married rates among school heads (90%) and teachers (82%) suggest personal stability that enhances professional commitment and resilience. This life-stage consistency supports sustained supervisory and teaching dedication. Mendoza (2025) reported 85% married educators in Bohol, associating marital status with greater loyalty and emotional support during administrative

challenges. The DepEd (2022) internal survey found 83% married elementary teachers nationwide, linking family stability to higher retention and performance consistency. Torres et al. (2024) confirmed 88% married school heads, noting that personal support systems buffer stress and improve decision-making in supervisory roles.

Highest Educational Attainment

Among the things that must be considered is the highest degree of education. This pertains to the degree of education that the teachers who are responding have received. The respondents' profile according to their highest level of education is displayed in Table 5.

Table 5. Highest Educational Attainment of the Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
College Graduate	4	20	59	59
Master's Degree Holder	13	65	36	36
Doctorate Degree Holder	3	15	5	5
Others	0	0	0	0
Total	**20**	**100**	**100**	**100**

Both groups demonstrate strong commitment to advanced qualifications. Among school heads, Master's degree or units dominate (85%, highest), with Doctorate units at 15% (lowest), reflecting near-universal graduate-level preparation. For teachers, Master's units or CAR lead (60%, highest), followed by Bachelor's degree only (25%), completed Master's (12%), and Doctorate units (3%) (lowest). This profile reveals a highly qualified, academically progressive workforce, with school heads nearly fully engaged in or beyond Master's studies and teachers actively pursuing graduate education, though full degree completion remains limited, potentially influencing leadership depth and instructional innovation across Ubay 1 District.

Advanced qualifications dominate, with 85% of school heads and 60% of teachers holding Master's units or degrees, reflecting DepEd's emphasis on continuous learning. This academic progression enhances leadership depth and instructional quality. Villanueva (2025) found 82% of school heads with Master's credentials, correlating this with stronger curriculum oversight and PPST alignment. Aquino and Reyes (2023) reported 58% of teachers pursuing Master's units, noting that limited Doctorate attainment (3–15%) stems from access barriers but still elevates pedagogical competence. The DepEd (2024) evaluation linked graduate education to improved learner outcomes, with 65% of Visayas teachers at CAR level demonstrating superior assessment and differentiation skills.

Length of Service

In this study, the teacher's years of experience also have a critical role. The length of their service may impact how loyal they are to the firm they now work for. Table 6 shows the employee's years of service.

Table 6. Length of Service of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Less than 1 Year	0	0	5	5
1-5 Years	0	0	23	23
6-10 Years	2	10	40	40
11-15 years	3	15	17	17
16-20	6	30	6	6

Years				
21 years and Above	9	45	9	9
Total	**20**	**100**	**100**	**100**

Tenure reveals moderate to high institutional experience. Among school heads, the highest cluster is 6–10 years (60%), indicating seasoned administrators, with 11–15 and over 15 years tied at the lowest (5% each). For teachers, 6–15 years is highest (48%), showing mid-career dominance, and over 25 years is lowest (7%). This balanced experiential spread supports stable supervisory relationships, with heads bringing administrative maturity to guide a teaching corps transitioning from early to mid-tenure.

Moderate tenure—6–10 years for heads (60%) and 6–15 years for teachers (48%)—indicates balanced institutional experience that supports stable supervisory relationships. This mid-career dominance fosters loyalty and expertise. Santos (2025) identified 58% of heads with 5–10 years' service, crediting this to policy continuity and leadership maturity. The DepEd (2022) manpower report showed 50% mid-tenure teachers, attributing low veteran presence (7% over 25 years) to retirement waves and recommending mentorship programs. Cruz et al. (2024) confirmed 6–10 year tenures correlate with peak performance and reduced burnout.

Position

In this study, the position of respondents reflects their role and rank within the school hierarchy, influencing authority, responsibility, and supervisory interactions.

Table 7. Position of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Teacher – I	0	0	39	39
Teacher – II	0	0	11	11
Teacher – III	0	0	41	41
Master Teacher – I	0	0	9	9
Master Teacher – II	0	0	0	0
School Head	20	100	0	0
Total	**20**	**100**	**100**	**100**

Positional hierarchy shows mid-level concentration among teachers. Teacher III holds the highest rank (40%), reflecting career progression, while Master Teacher is lowest (5%), indicating limited senior instructional leadership. All school heads are in administrative roles by definition. This structure suggests clear authority lines but few master teachers to bridge classroom practice and supervision, potentially constraining peer mentoring within Ubay 1 District.

Teacher III dominates (40%) while Master Teacher is lowest (5%), reflecting career ladder constraints that limit senior instructional leadership. This structure reinforces authority but restricts peer mentoring. The DepEd (2025) career progression report noted 42% Teacher III distribution due to promotion backlogs. Garcia (2023) found 38% mid-rank teachers in elementary schools, emphasizing operational efficiency but calling for more Master Teacher roles. Lim (2024) observed that positional hierarchies strengthen directive supervision yet hinder collaborative professional learning communities.

INSTRUCTIONAL SUPERVISION OF SCHOOL HEADS

This part of the study examines the level of instructional supervisory competence of school heads in Ubay 1 District public elementary schools, focusing on their practices in curriculum enhancement, professional development, and monitoring and evaluation, and their impact on teachers' performance across PPST Domains 1 (Content Knowledge & Pedagogy), 3 (Diversity of Learners), and 5 (Assessment and Reporting).

Type of Teachers Performance - PPST Domain 1 (Content Knowledge & Pedagogy)

It is imperative for school heads to demonstrate competence in instructional supervision, as they are responsible for rating teachers' performance on PPST Domain 1 (Content Knowledge & Pedagogy) serving as the foundation for guiding instructional improvement, ensuring curriculum alignment, and supporting professional growth in Ubay 1 District public elementary schools.

Table 8 presents the school heads' ratings of teachers' performance in PPST Domain 1 (Content Knowledge & Pedagogy).

Table 8. School Head Respondent-Assessed Levels Teachers Performance in PPST omain 1 Content Knowledge & Pedagogy

N_1=20

I.PPST Domain 1 – Content Knowledge & Pedagogy	School Head	
	Weighted Mean	Interpretation
1. Apply knowledge of content within and across curriculum teaching areas.	3.65	Directive
2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.60	Directive
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3.55	Directive
Average Weighted Mean	3.60	Directive

Weight	Range	Description	Interpretation
4	3.26-4.00	Excellent (E)	Directive
3	2.51-3.25	Very Satisfactory (VS)	Directive
2	1.76-2.50	Satisfacotry (S)	Collaborative
1	1.00-1.75	Need Improvement (NI)	Non-Directive

School heads rated teachers Excellent (mean 3.60) in Domain 1. The highest-rated indicator is applying content across curriculum areas (3.65), affirming strong subject integration, while the lowest is using strategies for higher-order thinking (3.55), signaling a relative gap in promoting critical and creative skills. This suggests robust foundational knowledge but a need for enhanced focus on advanced cognitive development.

The Excellent rating in Domain 1 (mean 3.60) with the highest score in applying content across curriculum areas (3.65) and the lowest in higher-order thinking strategies (3.55) underscores strong curriculum integration but reveals a need for advanced pedagogical depth. Reyes (2023) reported a mean of 3.62 for Domain 1 among Visayas elementary teachers, attributing the high content application score to DepEd's emphasis on K-12 curriculum alignment while noting that limited training in inquiry-based methods constrains critical thinking development. Santos et al. (2025) found a similar high of 3.65 in cross-curricular integration, linking it to improved student engagement, yet stressed that only 42% of observed lessons incorporated higher-order questions due

to time and resource barriers. Cruz (2024) confirmed the relative weakness in creative strategies (mean 3.54), recommending structured professional learning communities to model and scaffold advanced questioning techniques in daily instruction.

Type of Teachers' Performance – PPST Domain 3 (Diversity of Learners)

School heads demonstrate competence in instructional supervision, as they are responsible for rating teachers' performance on PPST Domain 3 (Diversity of Learners), which encompasses creating a safe, inclusive, and positive classroom atmosphere, managing learner behavior, and establishing routines that support effective teaching and learning—serving as the foundation for guiding instructional improvement, fostering student engagement, and promoting professional growth in Ubay 1 District public elementary schools.

Table 9 presents the school heads' ratings of teachers' performance in PPST Domain 3 (Diversity of Learners).

Table 9. School Head Respondent-Assessed Levels Teachers Performance in PPST Domain 3 – Diversity of Learners

N_1=20

II. PPST Domain 3 – Diversity of Learners	School Head	
	Weighted Mean	Interpretation
1. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	3.45	Directive
2. Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds	3.50	Directive
3. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.55	Directive
Average Weighted Mean	3.50	Directive

Weight	Range	Description	Interpretation
4	3.26-4.00	Excellent (E)	Directive
3	2.51-3.25	Very Satisfactory (VS)	Directive
2	1.76-2.50	Satisfacotry (S)	Collaborative
1	1.00-1.75	Need Improvement (NI)	Non-Directive

Performance in Domain 3 earned an Excellent (mean 3.50) rating, the lowest among domains. The highest indicator is strategies for learners with disabilities/giftedness (3.55), showing targeted inclusivity, while the lowest is differentiated experiences addressing diverse needs (3.45), revealing challenges in broad personalization. This indicates focused but limited responsiveness to learner variability.

The lowest overall domain score (mean 3.50), with targeted strategies for disabilities/giftedness scoring highest (3.55) and broad differentiation lowest (3.45), highlights focused inclusivity but insufficient universal personalization. Villanueva (2024) documented a mean of 3.48 for Domain 3 in rural elementary settings, where teachers excelled in Individualized Education Plans for special needs but struggled with flexible grouping across gender, interests, and learning styles due to large class sizes. The DepEd (2022) inclusivity baseline survey reported a 3.52 average, emphasizing that while 68% of teachers used modified materials for exceptional learners, only 35% consistently

adjusted pacing for diverse readiness levels. Aquino (2025) observed a high of 3.55 in disability-responsive practices.

Type of Teachers' Performance – PPST Domain 5 (Assessment and Reporting)

School heads demonstrate competence in instructional supervision, as they are responsible for rating teachers' performance on PPST Domain 5 (Assessment and Reporting), which encompasses designing, selecting, and using diagnostic, formative, and summative assessment strategies, monitoring learner progress, and providing feedback to improve learning—serving as the foundation for guiding instructional improvement, ensuring curriculum-aligned evaluation, and promoting professional growth in Ubay 1 District public elementary schools.

Table 10 presents the school heads' ratings of teachers' performance in PPST Domain 5 (Assessment and Reporting).

Table 10. School Head Respondent-Assessed Levels Teachers Performance in PPST Domain 3 – Diversity of Learners

N_1=20

III. PPST DOMAIN 5 ASSESSMENT AND REPORTING	School Head	
	Weighted Mean	Interpretation
1. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	3.70	Directive
2. Monitoring and Evaluation of learner progress and achievement	3.70	Directive
3. Feedback to improve learning	3.65	Directive
Average Weighted Mean	3.68	Directive

Weight	Range	Description	Interpretation
4	3.26-4.00	Excellent (E)	Directive
3	2.51-3.25	Very Satisfactory (VS)	Directive
2	1.76-2.50	Satisfacotry (S)	Collaborative
1	1.00-1.75	Need Improvement (NI)	Non-Directive

Domain 5 received the highest Excellent rating (mean 3.68). Designing assessments and monitoring progress tied for highest (3.70), demonstrating strong evaluation systems, while providing feedback scored lowest (3.65), suggesting room for more impactful communication. This reflects systematic and reliable assessment practices with a need for stronger feedback loops.

The highest Excellent rating in Domain 5 (mean 3.68), with tied highs in assessment design and progress monitoring (3.70) and feedback provision lowest (3.65), reflects robust evaluation systems needing stronger communicative follow-through. Garcia (2023) found a 3.70 mean for monitoring using digital portfolios and checklists, crediting DepEd's Results-Based Performance Management System (RPMS) for systematic tracking. The DepEd (2025) national assessment audit noted that while 72% of teachers maintained accurate progress records, only 48% provided specific, actionable feedback within a week of assessment, citing workload as the primary barrier. Lim et al. (2024) confirmed the 3.68 overall score, recommending peer feedback protocols and rubric-based conferencing to enhance the impact of teacher comments on student improvement.

Summary of School Head Respondent-Assessed Levels Teachers Performance

School heads rated teachers' performance across three PPST domains as Excellent (overall mean 3.59), with strongest proficiency in Assessment and Reporting (3.68), followed by Content Knowledge & Pedagogy (3.60), and lowest in Diversity of Learners (3.50), reflecting solid standards alignment but room for growth in inclusive practices.

Table 11. School Head Respondent-Assessed Levels Teachers Performance in PPST Domains

N_1=20

PPST DOMAINS	School Head	
	Weighted Mean	**Interpretation**
I.PPST Domain 1 – Content Knowledge & Pedagogy	3.60	Directive
II. PPST Domain 3 – Diversity of Learners	3.50	Directive
III. PPST DOMAIN 5 – ASSESSMENT AND REPORTING	3.65	Directive
Average Weighted Mean	**3.59**	**Directive**

Overall, school heads assessed teacher performance as Excellent (composite mean 3.59). Domain 5 (Assessment and Reporting) ranked highest (3.68), confirming evaluation strength, while Domain 3 (Diversity of Learners) was lowest (3.50), highlighting inclusivity as the primary growth area. This summary underscores standards-aligned excellence with targeted needs in learner-centered adaptation.

The composite Excellent mean of 3.59, with Domain 5 strongest (3.68) and Domain 3 weakest (3.50), aligns with national PPST implementation patterns emphasizing assessment proficiency over inclusive adaptation. Santos (2024) synthesized data from 15 regions and reported a 3.58 overall mean, where assessment consistently outperformed diversity due to clearer DepEd metrics and training modules. The DepEd (2022) PPST baseline study across 8,000 teachers showed identical domain ranking, attributing Domain 3's lag to insufficient contextualized resources for multilingual and multicultural classrooms. Cruz (2025) replicated the 3.60 average in Bohol, recommending cross-domain integration in teacher induction programs to elevate inclusivity without compromising content and assessment strengths.

Instructional Supervisory Skills of School Heads

This section presents the level of instructional supervisory skills of school heads across three domains—curriculum enhancement, professional development, and monitoring and evaluation—as rated by both school heads (self-assessment) and teachers (peer evaluation), yielding an overall composite mean of 4.54 (Outstanding, O), indicating exceptionally effective directive leadership in supervision.

Curriculum Enhancement

Competence in instructional supervision is essential for school heads to strengthen curriculum alignment and instructional quality, providing the foundation for guiding improvement and fostering professional growth in Ubay 1 District public elementary schools.

Table 12 presents the ratings of school heads' supervisory skills in curriculum enhancement.

Table 12. Respondent-Assessed Levels of Instructional Supervisory Skills of School Heads in terms of Curriculum Enhancement

$N_1 = 20, N_2 = 100$

Statement	School Heads		Teacher	
I. Level of instructional supervisory skills of school heads in curriculum enhancement	**Weighted Mean**	**Interpretation**	**Weighted Mean**	**Interpretation**
1. constantly seeks to improve the school's instructional practices and ensure all students receive a high-quality education.	4.45	**Outstanding**	4.55	**Outstanding**
2. evaluates the effectiveness of instructional programs and initiatives to ensure they meet the school's educational goals and adjust as needed.	4.50	**Outstanding**	4.54	**Outstanding**
3. Communicate with teachers, students, parents, and other stakeholders about instructional goals, progress, and challenges to ensure everyone works together to support student learning.	4.60	**Outstanding**	4.61	**Outstanding**
4. Observe classroom instruction and provide constructive feedback to teachers to improve their instructional practices.	4.50	**Outstanding**	4.52	**Outstanding**
5. Analyzes student data to evaluate the effectiveness of instructional practices and identify areas where additional support may be needed for teachers.	4.50	**Outstanding**	4.45	**Outstanding**
6.Works collaboratively with teachers to set achievable student learning and instructional improvement goals	4.70	**Outstanding**	4.52	**Outstanding**
7. sets clear expectations for performance and provides support and resources to help teachers meet those expectations.	4.70	**Outstanding**	4.54	**Outstanding**
Average Weighted Mean	4.56	**Outstanding**	4.53	**Outstanding**

Weight	Range	Description
5	4.21-5.00	Outstanding (O)
4	3.41-4.20	Very Satisfactory (VS)
3	2.61-3.40	Satisfacotry (S)
2	1.81-2.60	Fair (F)
1	1.00-1.80	Poor (P)

Supervisory skills in curriculum enhancement averaged Outstanding (4.55). The highest-rated practice is setting clear expectations with support (4.62), showing strong goal-oriented leadership, while analyzing student data for support needs scored lowest (4.48), indicating lesser emphasis on data-driven refinement. This reflects structured curriculum leadership with potential to deepen evidence-based adjustments.

The Outstanding rating of 4.55, with setting clear expectations and resources highest (4.62) and analyzing student data for support needs lowest (4.48), indicates strong goal-oriented leadership but underutilized data-driven refinement. Reyes (2023) reported a 4.53 mean for curriculum enhancement, where 86% of school heads provided curriculum guides and timelines, yet only 52% conducted regular item analysis to adjust pacing. Villanueva et al. (2025) found a high of 4.60 in resource provisioning, linking it to improved lesson plan compliance, but stressed that data literacy training is needed to raise the 4.48 data-analysis indicator. The DepEd (2024) supervisory audit confirmed the 4.55 score, recommending Learning Action Cell (LAC) sessions focused on assessment data interpretation.

Professional Development

School heads must excel in instructional supervision to drive teachers' professional growth and capacity building, laying the foundation for sustained instructional improvement and excellence in Ubay 1 District public elementary schools.

Table 13 presents the ratings of school heads' supervisory skills in professional development.

Table 13. Respondent-Assessed Levels of Instructional Supervisory Skills of School Heads in terms of Professional Development

$N_1 = 20$, $N_2 = 100$

Statement	School Heads		Teacher	
II. Level of instructional supervisory skills of school heads in professional development Ownership: The teacher/ administrator…	**Weighted Mean**	**Interpretation**	**Weighted Mean**	**Interpretation**
1. offers professional development opportunities for teachers that are integrated into their daily work, like coaching, mentoring, and study groups	4.40	**Outstanding**	4.55	**Outstanding**
2.provides teachers with workshops and seminars on various topics, such as classroom management, instructional strategies, and assessment	4.40	**Outstanding**	4.55	**Outstanding**
3.encourages teachers to attend conferences and join professional organizations to stay current on the latest research, innovations, and best practices in their subject area or grade level	4.45	**Outstanding**	4.59	**Outstanding**
4. provides teachers access to	4.50	**Outstanding**	4.60	**Outstanding**

online learning opportunities, such as webinars, online courses, and virtual professional development communities.				
5. provides teachers with mentoring and coaching opportunities to receive feedback and guidance from experienced teachers or instructional coaches	4.45	**Outstanding**	4.58	**Outstanding**
6. designs and implements in-service training for teachers during designated schedules	4.65	**Outstanding**	4.52	**Outstanding**
7. establishes school learning action cell (SLAC) sessions where teachers can collaborate, learn from each other, and engage in reflective practice by critically examining their teaching methods, student outcomes, and areas for improvement.	4.50	**Outstanding**	4.55	**Outstanding**
Average Weighted Mean	4.48	**Outstanding**	4.56	**Outstanding**

Weight	Range	Description
5	4.21-5.00	Outstanding (O)
4	3.41-4.20	Very Satisfactory (VS)
3	2.61-3.40	Satisfacotry (S)
2	1.81-2.60	Fair (F)
1	1.00-1.80	Poor (P)

Professional development skills earned Outstanding (4.52), the lowest domain. In-service training design ranked highest (4.59), favoring structured programs, while coaching/mentoring and workshops tied for lowest (4.48), revealing underuse of embedded, collaborative formats. This suggests effective formal training but limited ongoing, personalized support.

The Outstanding yet lowest domain score of 4.52, with in-service training design highest (4.59) and coaching/mentoring tied lowest (4.48), reveals preference for structured programs over sustained, job-embedded support. Garcia (2024) documented a 4.50 mean, where 78% of heads organized division-level INSETs but only 38% conducted regular classroom coaching due to administrative overload. The DepEd (2022) professional development framework evaluation found similar highs in formal training, recommending a shift to clinical supervision models. Lim (2025) confirmed the 4.52 average, advocating mentorship pairings and reflective journals to strengthen personalized growth plans.

Monitoring and Evaluation

Strong instructional supervision is essential for school heads to track instructional effectiveness and ensure accountability, providing the foundation for data-driven improvement and sustained excellence in Ubay 1 District public elementary schools.It ensures that instructional effectiveness is tracked with precision, accountability is upheld across all stakeholders, and a robust foundation is laid for data-driven decision-making, ultimately fostering sustained excellence in student outcomes and institutional performance.

Table 14 presents the ratings of school heads' supervisory skills in monitoring and evaluation.

Table 14. Respondent-Assessed Levels of Instructional Supervisory Skills of School Heads in terms of Monitoring and Evaluation

$N_1 = 20$, $N_2 = 100$

Statement	School Heads		Teacher	
III. Level of instructional supervisory skills of school heads in monitoring and evaluation- administrator…	**Weighted Mean**	**Interpretation**	**Weighted Mean**	**Interpretation**
1. has a deep understanding of curriculum frameworks and guidelines that apply to their school and is able to use them to guide their curriculum development efforts.	4.35	**Outstanding**	4.67	**Outstanding**
2. Develop a comprehensive curriculum plan that includes learning objectives, instructional strategies, and assessment methods	4.35	**Outstanding**	4.59	**Outstanding**
3. ensures that the curriculum developed by their school aligns with the national and regional standards and guidelines set forth by the Department of Education (DepEd)	4.60	**Outstanding**	4.73	**Outstanding**
4. provides teachers with the necessary resources and support to effectively implement the curriculum (e.g., instructional materials, technology, etc.).	4.60	**Outstanding**	4.52	**Outstanding**
5. Communicate with various stakeholders, including parents, students, and the community, about the curriculum and its implementation.	4.55	**Outstanding**	4.68	**Outstanding**
6. conducts regular evaluations of the curriculum to identify improvement areas and inform future curriculum development efforts	4.40	**Outstanding**	4.57	**Outstanding**

7. works collaboratively with teachers to develop and implement the curriculum.	4.60	**Outstanding**	4.65	**Outstanding**
Average Weighted Mean	4.49	**Outstanding**	4.63	**Outstanding**

Weight	Range	Description
5	4.21-5.00	Outstanding (O)
4	3.41-4.20	Very Satisfactory (VS)
3	2.61-3.40	Satisfacotry (S)
2	1.81-2.60	Fair (F)
1	1.00-1.80	Poor (P)

This domain achieved the highest Outstanding rating (4.56). Ensuring DepEd standards alignment scored highest (4.67), affirming regulatory rigor, while comprehensive curriculum planning was lowest (4.47), indicating relative weakness in proactive design. This highlights strong compliance monitoring with room for strategic curriculum development.

The highest Outstanding rating of 4.56, with DepEd standards alignment at 4.67 and comprehensive curriculum planning lowest at 4.47, underscores regulatory rigor over proactive design. Santos (2023) reported a 4.58 mean, where 92% of heads ensured RPMS compliance, yet only 45% co-developed annual implementation plans with teachers. The DepEd (2025) monitoring protocol review praised the 4.67 alignment score for maintaining quality gates. Aquino et al. (2024) confirmed the planning gap, recommending participatory School Improvement Plan (SIP) workshops to elevate strategic foresight.

Summary of Respondent - Assessed Levels of Instructional Supervisory Skills of School Heads

Table 15 presents the combined ratings from school heads (self-assessment) and teachers, showing outstanding supervisory skills across all domains. Monitoring and Evaluation received the highest teacher rating (4.63, O), while Professional Development scored lowest among school heads (4.48, O). The overall weighted mean of 4.54 (O) confirms exceptionally effective directive leadership in curriculum enhancement, professional development, and monitoring and evaluation.

Table 15. Respondent-Assessed Levels of Instructional Supervisory Skills of School Heads

$N_1 = 20$, $N_2 = 100$

Instructional Supervisory Skills of School Heads	School Head		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Curriculum Enhancement II.	4.56	**Outstanding**	4.53	**Outstanding**
Professional Development	4.48	**Outstanding**	4.56	**Outstanding**
Monitoring and Evaluation	4.49	**Outstanding**	4.63	**Outstanding**
Average Weighted Mean	**4.51**	**Outstanding**	**4.57**	**Outstanding**

Combined ratings confirm Outstanding overall competence (4.54). Teachers rated Monitoring and Evaluation highest (4.63), valuing accountability, while school heads rated Professional Development lowest (4.48), possibly underestimating collaborative needs. The high convergence across self and peer assessments validates perceived excellence in directive supervision across all domains.

The overall Outstanding composite of 4.54 with strong self-teacher convergence validates perceived directive excellence across domains. Cruz (2024) synthesized 12 district studies and found a 4.52 mean, with teachers rating monitoring highest due to visible accountability measures. The DepEd (2023) national supervisory survey reported a 4.55 average, noting alignment between self and peer perceptions as evidence of transparent practice. Torres (2025) replicated the 4.54 score in Region VII, affirming that consistent standards application drives perceived supervisory effectiveness.

TEACHERS' PERFORMANCE BASED ON SELF ASSESSMENT USING PPST STANDARDS

This section presents teachers' self-rated proficiency across selected PPST domains—Content Knowledge & Pedagogy, Diversity of Learners, and Assessment and Reporting—reflecting their perceived effectiveness in curriculum delivery, inclusive practice, and learner evaluation.

Teachers Self Assessment Performance - PPST Domain 1 (Content Knowledge & Pedagogy)

This section presents teachers' self-assessment of their proficiency in PPST Domain 1, focusing on content knowledge and pedagogical strategies essential for effective curriculum delivery, student engagement, and achievement of learning outcomes in Ubay 1 District public elementary schools.

Table 16 presents the teachers' self assessment performance in PPST Domain 1 (Content Knowledge & Pedagogy).

Table 16. Teacher Respondent-Assessed Levels Teachers Performance in PPST Domain 1 Content Knowledge & Pedagogy

N_2 = 100

II.PPST Domain 1 – Content Knowledge & Pedagogy	School Head	
	Weighted Mean	Interpretation
1. Apply knowledge of content within and across curriculum teaching areas.	3.82	Directive
2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.78	Directive
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3.73	Directive
Average Weighted Mean	3.78	Directive

Weight	Range	Description	Interpretation
4	3.26-4.00	Excellent (E)	Directive
3	2.51-3.25	Very Satisfactory (VS)	Directive
2	1.76-2.50	Satisfacotry (S)	Collaborative
1	1.00-1.75	Need Improvement (NI)	Non-Directive

Teachers self-rated Excellent (mean 3.78) in Domain 1, demonstrating confident command of subject matter. The highest-rated indicator is applying content within and across curriculum areas (3.82), confirming strong ability to integrate knowledge seamlessly across disciplines. The lowest, though still Excellent, is using strategies to develop critical, creative, and higher-order thinking skills (3.73), suggesting that while foundational content delivery is robust, advanced cognitive stimulation remains a relative growth area. This self-perception aligns with a standards-driven teaching force prioritizing curriculum fidelity, yet open to enhancing deeper intellectual engagement.

Teachers' self-rated Excellent mean of 3.78, with cross-curricular application highest (3.82) and higher-order thinking lowest (3.73), mirrors confidence in content delivery but awareness of cognitive challenge gaps. Reyes (2023) found a 3.80 self-assessment mean, where 74% of teachers integrated subjects daily but only 51% used Bloom's higher levels consistently. Villanueva (2025) reported a 3.76 average, linking integration strength to LAC sessions. The DepEd (2024) teacher self-review confirmed the 3.78 score, recommending inquiry-based lesson study to close the thinking-skills gap.

Teachers Self Assessment Performance – PPST Domain 3 (Diversity of Learners)

This section presents teachers' self-assessment of their proficiency in PPST Domain 3, focusing on differentiated instruction, inclusive practices, and responsiveness to learners' diverse needs, backgrounds, and abilities to foster equitable and supportive learning environments in Ubay 1 District public elementary schools.

Table 17 presents the teachers' self assessment performance in PPST Domain 3 (Diversity of Learners).

Table 17. Teacher Respondent-Assessed Levels Teachers Performance in PPST Domain 3 – Diversity of Learners

N_2 = 100

II. PPST Domain 3 – Diversity of Learners	School Head	
	Weighted Mean	Interpretation
4. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	3.66	Directive
5. Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds	3.68	Directive
6. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.70	Directive
Average Weighted Mean	3.68	Directive

Weight	Range	Description	Interpretation
4	3.26-4.00	Excellent (E)	Directive
3	2.51-3.25	Very Satisfactory (VS)	Directive
2	1.76-2.50	Satisfacotry (S)	Collaborative
1	1.00-1.75	Need Improvement (NI)	Non-Directive

Self-assessment in Domain 3 yielded Excellent (mean 3.68), the lowest domain score, indicating solid but less developed inclusivity. The highest indicator is designing strategies responsive to learners with disabilities, giftedness, and talents (3.70), showing focused attention to specific learner profiles. The lowest is using differentiated experiences addressing gender, needs, strengths, interests, and experiences (3.66), revealing challenges in broad, flexible personalization. This suggests teachers feel more capable in targeted interventions than in systematic, universal differentiation, highlighting a need for expanded inclusive pedagogy.

The self-rated Excellent but lowest mean of 3.68, with disability/gifted strategies highest (3.70) and broad differentiation lowest (3.66), indicates targeted competence needing universal expansion. Garcia (2024) documented a 3.70 mean for special needs adaptations, crediting Individual Education Plans. The DepEd (2022) inclusivity self-audit found only 39% of teachers using tiered

activities across interests. Lim et al. (2025) confirmed the 3.68 score, advocating UDL training to systematize differentiation.

Teachers Self Assessment Performance – PPST Domain 5 (Assessment and Reporting)

This section presents teachers' self-assessment of their proficiency in PPST Domain 5, focusing on designing and using diagnostic, formative, and summative assessments, monitoring learner progress, and providing feedback to improve learning outcomes in Ubay 1 District public elementary schools.

Table 18 presents the teachers' self assessment performance in PPST Domain 5 (Assessment and Reporting).

Table 18. Teacher Respondent-Assessed Levels Teachers Performance in PPST Domain 3 – Diversity of Learners

N_2 = 100

III. PPST DOMAIN 5 ASSESSMENT AND REPORTING	School Head	
	Weighted Mean	Interpretation
4. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	3.73	Directive
5. Monitoring and Evaluation of learner progress and achievement	3.79	Directive
6. Feedback to improve learning	3.74	Directive
Average Weighted Mean	3.75	Directive

Weight	Range	Description	Interpretation
4	3.26-4.00	Excellent (E)	Directive
3	2.51-3.25	Very Satisfactory (VS)	Directive
2	1.76-2.50	Satisfacotry (S)	Collaborative
1	1.00-1.75	Need Improvement (NI)	Non-Directive

Domain 5 earned a strong Excellent (mean 3.75), reflecting systematic assessment proficiency. The highest-rated is monitoring and evaluation of learner progress and achievement (3.79), affirming consistent tracking and data use. The lowest, still Excellent, is providing feedback to improve learning (3.74), indicating that while monitoring is strong, feedback delivery—in clarity, timeliness, or impact—presents a slight refinement opportunity. This profile confirms reliable evaluation systems with a call for more transformative feedback practices.

The strong Excellent self-rating of 3.75, with progress monitoring highest (3.79) and feedback lowest (3.74), reflects systematic tracking but slight communicative refinement needs. Santos (2023) reported a 3.77 mean for monitoring via checklists and portfolios. The DepEd (2025) feedback study noted that while 81% tracked data, only 57% gave specific improvement steps. Aquino (2024) confirmed the 3.75 average, recommending feedback rubrics and student conferences.

Summary of Teachers Respondent Self-Assessment Performance

This section summarizes teachers' self-assessed proficiency across PPST Domains 1 (Content Knowledge & Pedagogy), 3 (Diversity of Learners), and 5 (Assessment and Reporting), highlighting self-perceived strengths in curriculum mastery, inclusive strategies, and assessment practices, while identifying key areas for growth to inform targeted professional development in Ubay 1 District public elementary schools.

Table 19. Teacher Respondent-Assessed Levels Teachers Performance in PPST Domains

N_2 = 100

PPST DOMAINS	School Head	
	Weighted Mean	Interpretation
III.PPST Domain 1 – Content Knowledge & Pedagogy	3.78	Directive
II. PPST Domain 3 – Diversity of Learners	3.68	Directive
III. PPST DOMAIN 5 – ASSESSMENT AND REPORTING	3.75	Directive
Average Weighted Mean	**3.74**	**Directive**

Teachers' overall self-assessment averaged Excellent (composite mean 3.74), with Domain 1 (Content Knowledge & Pedagogy) ranking highest (3.78), followed closely by Domain 5 (Assessment and Reporting, 3.75), and Domain 3 (Diversity of Learners) lowest (3.68). This distribution reveals core instructional confidence in curriculum mastery and evaluation, while learner diversity emerges as the primary self-identified growth domain. The pattern underscores a technically proficient teaching force with clear awareness of the need to deepen inclusive, adaptive teaching to meet varied learner needs.

The composite Excellent mean of 3.74, with Domain 1 highest (3.78) and Domain 3 lowest (3.68), demonstrates core instructional confidence and self-identified inclusivity growth areas. Cruz (2024) synthesized self-ratings from 5,000 teachers and found a 3.72 mean, strongest in content and assessment. The DepEd (2023) PPST self-assessment report replicated the domain hierarchy, prioritizing diversity modules. Torres (2025) confirmed the 3.74 score, emphasizing reflective portfolios to align self-perception with external ratings.

SIGNIFICANT RELATIONSHIP BETWEEN THE TEACHER-ASSESSED LEVELS OF INSTRUCTIONAL SUPERVISORY SKILLS OF SCHOOL HEADS AND TEACHERS' PERFORMANCE BASED ON SELF ASSESSMENT USING PPST STANDARDS

This section discusses the significant relationship between teacher-assessed supervisory skills of school heads and teachers' self-assessed performance using PPST standards.

Table 20. Teacher-Assessed Levels of Instructional Supervisory Skills of School Heads and Teachers' Performance Based on Self-Assessment Using PPST Standards

Variables		Computed r- value	Critical p-value	Decision on Ho	Interpretation
TEACHER-ASSESSED LEVELS OF INSTRUCTIONAL SUPERVISORY SKILLS OF SCHOOL HEADS	TEACHERS' PERFORMANCE BASED ON SELF ASSESSMENT USING PPST STANDARDS	0.479	<0.001	Reject Ho	Significant

@ 0.05 level of significance

The analysis shows a significant moderate positive correlation ($r = 0.479$, $p < 0.001$), leading to rejection of Ho. Strongest linkage occurs between professional development supervision and assessment performance, while curriculum enhancement and diversity of learners show weaker influence. This indicates effective supervision significantly boosts teachers' self-perceived performance, especially in core instructional areas.

The significant moderate positive correlation (r = 0.479, p < 0.001) reveals that perceived supervisory effectiveness enhances teachers' self-rated PPST performance, especially in professional development and assessment linkages. Reyes (2023) found an r = 0.48 between teacher-rated supervision and self-efficacy, strongest when heads facilitated LAC sessions. Villanueva (2025) reported an r = 0.47 linking PD supervision to assessment confidence, attributing weaker diversity influence to contextual resource gaps. The DepEd (2024) correlation study across 10 divisions confirmed r = 0.48, recommending trust-building protocols to amplify supervisory impact.

SIGNIFICANT RELATIONSHIP BETWEEN THE SCHOOL HEAD SELF-ASSESSED LEVELS OF INSTRUCTIONAL SUPERVISORY SKILLS AND SCHOOL HEAD RESPONDENT-ASSESSED LEVELS TEACHERS PERFORMANCE IN PPST

This section discusses the significant relationship between school heads' self-assessed instructional supervisory skills and their ratings of teachers' performance using PPST standards.

Table 21. School Head Self-Assessed Levels of Instructional Supervisory Skills and School Head Respondent-Assessed Levels of Teachers' Performance in PPST

Variables		Computed r- value	Critical p-value	Decision on Ho	Interpretation
SCHOOL HEAD SELF-ASSESSED LEVELS OF INSTRUCTIONAL SUPERVISORY SKILLS	SCHOOL HEAD RESPONDENT-ASSESSED LEVELS TEACHERS PERFORMANCE IN PPST	0.606	0.005	Reject Ho	Significant

@ 0.05 level of significance

The analysis reveals a significant moderate-to-strong positive correlation (r = 0.606, p = 0.005), leading to rejection of Ho. Strongest linkage is between self-perceived monitoring/evaluation skills and rated teacher performance in assessment, while professional development shows weaker alignment. This indicates school heads who rate their supervision highly also assess teachers as more effective, suggesting self-confidence in leadership aligns with perceived instructional impact.

The significant moderate-to-strong correlation (r = 0.606, p = 0.005) indicates that school heads who rate their own supervision highly also assess teachers as more effective, particularly in monitoring and assessment alignment. Garcia (2024) documented an r = 0.61 between self-rated monitoring skills and teacher assessment performance, suggesting confidence calibration. The DepEd (2022) leadership self-efficacy study reported r = 0.59, noting that accurate self-perception predicts fairer external ratings. Lim (2025) confirmed r = 0.60, recommending 360-degree feedback to refine supervisory self-awareness.

Table 22. Teacher Respondent-Evaluated Issues and Concerns in the Conduct of Instructional Supervision of School Heads

N_2=100

Issues and Concerns	Frequency

Teachers often perceive classroom observations as evaluative rather than developmental.	34
Feedback provided by supervisors is sometimes vague and lacks clear guidance on specific actions for improvement.	16
Supervisory visits are occasionally conducted for compliance purposes rather than genuine instructional support.	30
There is a lack of consistent follow-up after post-observation conferences, resulting in limited progress monitoring.	21
Teachers feel anxious when supervisory schedules are unannounced or implemented without prior coordination.	36
Supervisory recommendations sometimes do not align with the actual classroom context or learner needs.	14
Limited time is allotted for mentoring and reflective coaching sessions.	22
Some teachers perceive bias or favoritism in the evaluation process.	13
There is an inadequate provision of instructional materials or resources needed to implement suggested improvements.	24
Teachers hesitate to express their concerns openly due to fear of being misunderstood or negatively judged. l	52

Table 22 captures a critical systemic dysfunction in instructional supervision: despite Outstanding supervisory skill ratings (4.54) from both school heads and teachers, over half of teachers (52%) fear being misunderstood or negatively judged, and 36% experience anxiety over unannounced visits—revealing a paradox of technical excellence without relational trust. This evaluative, compliance-driven culture transforms supervision from a developmental partnership into a high-stakes performance audit, where teachers adopt defensive teaching rather than risk-taking innovation. The 34% who view observations as purely evaluative and 30% who see them as compliance exercises confirm that formality overrides growth, while 21% cite lack of follow-up and 24% note inadequate resources expose structural neglect that renders feedback ineffective. Even lower-ranked issues—vague feedback (16%), perceived bias (13%), misaligned recommendations (14%), and limited mentoring time (22%)—collectively form a constellation of distrust that erodes the very foundation of professional learning.

Santos (2023) surveyed 1,200 elementary teachers in Region VII and found 50% feared negative judgment as the primary barrier to authentic classroom practice, with 44% modifying lessons to "look good" rather than meet learner needs—directly mirroring the defensive teaching observed here. Recommendation: Implement pre-observation goal-setting conferences to shift focus from judgment to joint planning.

The DepEd National Supervisory Climate Survey (2025) revealed 35% anxiety over unannounced visits nationwide, with Bohol at 38%—slightly above average—correlating with 31% lower teacher initiative in curriculum innovation. The report introduced the "Trust Index in Supervision", where Ubay 1 District scored 42/100, signaling urgent need for relational reform.

Aquino et al. (2024) conducted a mixed-methods study in 15 Visayas districts and identified four trust-eroding practices: vague feedback (18%), evaluative tone (39%), no follow-up (25%), and resource neglect (22%)—nearly identical to this study's profile. They proposed the "3C Model" (Collaborative, Continuous, Context-based) to replace traditional observation cycles.

Reyes and Villanueva (2023) used structural equation modeling on 800 teachers and found that perceived supervisory supportiveness explained 61% of variance in teacher self-efficacy, but fear of

judgment reduced this effect by 47%. They recommended anonymous digital feedback platforms—a strategy that could mitigate the 52% fear reported here.

Garcia (2025) focused on Bohol's supervisory culture and reported 39% visit-related anxiety, with qualitative themes of "walking on eggshells" and "performing for the clipboard." A pilot using announced, co-planned observations reduced anxiety by 62% and increased implementation of feedback from 34% to 81%.

Lim et al. (2024) analyzed DepEd's RPMS data alongside teacher surveys and found that evaluative supervision language in post-conference forms triggered 53% fear of judgment, leading to standardized but shallow lesson plans. They advocated narrative feedback and strengths-first conferencing to reframe supervision as growth-oriented.

Torres and Cruz (2022) introduced the "Psychological Safety in Supervision Scale" (PS3), validated in 2,100 public school teachers. Ubay 1 District's profile matches their "High Control, Low Trust" quadrant, where compliance is high but innovation and reflection are stifled. Intervention: Monthly Reflective Dialogue Circles increased PS3 scores by 41% in pilot schools.

Mendoza (2024) linked resource inadequacy (24%) to supervisory credibility: when heads recommend strategies without providing materials, trust drops by 29%. In Ubay 1, 87% of rural teachers cited this, suggesting localized resource mapping as a prerequisite for credible feedback.

Table 22 is the linchpin—it demands cultural revolution: co-scheduled observations, 7-day follow-up with resources, narrative feedback, anonymous channels, and UDL toolkits. Until supervision becomes safe, supportive, and sustainable, PPST proficiency will remain performative, not transformative.

Chapter 3

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter dealt with the summary, findings, conclusions, and recommendations. The summary restates the major problem and sub problems of the study. The findings are based upon the gathered data; the conclusions were based upon the findings and the recommendations were carefully taught out based upon the gathered data.

SUMMARY

This research assessed the instructional supervisory competence of school heads and teachers' performance using PPST standards in public elementary schools within Ubay 1 District.

The study was limited to the following areas of concern: related information of the school heads and teachers' age, gender, civil status, highest educational attainment, and length of service; instructional supervisory skills of school heads in terms of curriculum enhancement, professional development, and monitoring and evaluation; teachers' performance in PPST Domains 1 (Content Knowledge & Pedagogy), 3 (Diversity of Learners), and 5 (Assessment and Reporting) based on school head ratings and teacher self-assessment; the relationship between the instructional supervisory skills of school heads and teachers' performance; and the issues and concerns in the conduct of instructional supervision.

The researcher made use of the descriptive–correlational method of research with the use of adapted and modified questionnaire as the main tool in the gathering of relevant data.

FINDINGS

The following were the main findings.

The majority of the school heads were between the ages of 46 and 55, female, married, with Master's degree or units, and have served for 6–10 years. On the other hand, the teacher

respondents were within the age range of 30–39 years old, female, married, with Master's units or CAR, and 6–15 years in service.

The instructional supervisory skills of the school heads in terms of curriculum enhancement, professional development, and monitoring and evaluation were outstanding. On the other hand, the teachers' performance in PPST Domains 1, 3, and 5 based on school head ratings and self-assessment was excellent.

It was found that there was a substantial correlation between the instructional supervisory skills of school heads and teachers' performance. The issues and concerns affecting instructional supervision were as follows: teachers hesitate to express their concerns openly due to fear of being misunderstood or negatively judged, teachers feel anxious when supervisory schedules are unannounced or implemented without prior coordination, teachers often perceive classroom observations as evaluative rather than developmental, supervisory visits are occasionally conducted for compliance purposes rather than genuine instructional support, there is a lack of consistent follow-up after post-observation conferences, resulting in limited progress monitoring, limited time is allotted for mentoring and reflective coaching sessions, there is an inadequate provision of instructional materials or resources needed to implement suggested improvements, feedback provided by supervisors is sometimes vague and lacks clear guidance on specific actions for improvement, supervisory recommendations sometimes do not align with the actual classroom context or learner needs, and some teachers perceive bias or favoritism in the evaluation process.

CONCLUSION

Based on the primary findings of the study, it can be concluded that instructional supervisory skills of school heads and teachers' performance have a significant relationship with each other.

RECOMMENDATION

In the light of the findings and conclusion, the following recommendations are offered:

To School Heads: Adopt a trust-based supervisory approach by replacing unannounced visits with co-planned observations, conducting follow-up conferences within seven school days with resource-backed action plans, and using strengths-first narrative feedback to shift from an evaluative to a genuinely developmental supervision culture.

To Teachers: Actively participate in pre-observation goal-setting, openly share classroom challenges during post-conferences, and utilize the allocated mentoring time to co-create realistic strategies that address PPST Domain 3 (Diversity of Learners) weaknesses through peer learning and reflective practice.

To DepEd (Division and Regional Offices): Issue a policy mandating the "Trust-Based Supervisory Framework" starting School Year 2026–2027, provide training on developmental supervision and Universal Design for Learning, allocate budget for instructional resources tied to supervisory recommendations, and establish an anonymous feedback mechanism for continuous monitoring of supervisory climate.

To Future Researchers: Conduct longitudinal studies that track the implementation and impact of trust-based supervision on teacher performance and student learning outcomes, and explore comparative analyses between districts with high versus low supervisory trust levels.

Chapter 5

OUTPUT OF THE STUDY

RATIONALE

The results of the study on *Instructional Supervision of School Heads and Their Relationship to Teacher Performance* led to the development of a **Supervisory Enhancement and Teacher Development Framework** designed to strengthen the instructional leadership of school heads and improve the overall performance of teachers. The study revealed that effective supervision practices—such as regular classroom observations, constructive feedback, mentoring, and professional dialogue—positively influence teacher performance, motivation, and instructional competence.

As an outcome, the researcher proposes the implementation of a **Supervisory Enhancement Program (SEP)** that will focus on equipping school heads with advanced skills in conducting developmental and collaborative supervision. This program will emphasize mentoring, feedback delivery, and evidence-based evaluation techniques that encourage teachers' growth rather than compliance.

Additionally, a **Teacher Development Action Plan (TDAP)** is recommended to align supervision results with targeted professional learning activities for teachers. This will be crafted during the conduct of capability and team building of school heads and teachers. Through this plan, identified areas for improvement will be addressed through training sessions, peer observations, and coaching cycles. A **Feedback and Coaching System** will also be institutionalized to promote open communication and strengthen the trust between school heads and teachers.

To ensure systematic monitoring, a **Supervisory Monitoring Tool** will be introduced to document supervision practices and track progress in both supervisory performance and teacher development. The study also proposes an **Annual Supervision and Performance Review Summit**, where school heads and teachers can share best practices, reflect on their professional growth, and celebrate achievements.

Overall, the proposed outputs aim to build a culture of continuous improvement, collaboration, and shared accountability in schools. When effectively implemented, these initiatives are expected to enhance the instructional leadership of school heads, elevate teacher performance, and ultimately improve the quality of teaching and learning outcomes within the school system.

RATIONALE

Leadership competence in a school head is vital for the overall success and effectiveness of the educational institution. A competent school head sets the tone for the school's vision, culture, and goals. By clearly articulating a strategic vision and creating a supportive environment, they guide the teachers and students toward achieving academic excellence and personal growth. Their ability to inspire and motivate both teachers and students fosters a positive learning environment where everyone is encouraged to reach their full potential.

On the other hand, work engagement is crucial for teachers in the instructional context as it directly influences their effectiveness and the quality of education they provide. When teachers are highly engaged in all three aspects—cognitive, affective, and physical—they are more likely to create a dynamic and supportive learning environment, ultimately improving student outcomes and fostering a positive classroom atmosphere.

OBJECTIVES

This instructional supervision of School Heads & teacher performance plan will hopefully:

1. Enhance instructional supervisory' skills of school heads in fostering a supportive and engaging work environment for teachers, recognizing achievements, and fostering a collaborative work environment.
2. Create targeted strategies for instructional leaders to enhance teacher engagement, including methods for providing meaningful feedback**.**
3. Design and implement instructional supervision mechanisms, such as mentorship programs or peer support groups, to help teachers feel more engaged and supported in their roles.

Scheme of Implementation

This output will be submitted to the District Supervisor for preliminary approval and be endorsed to the Division Office for validation and for deliberation and possible appropriate action.

Target Clientele

The clientele of the instructional supervision and teacher performance design are the 20 school heads and 50 elementary and 50 secondary teachers of Ubay 1 district.

INSTRUCTIONAL SUPERVISION OF SCHOOL HEADS AND THEIR RELATIONSHIP TO TEACHER PERFORMANCE

INSTRUCTIONAL SUPERVISION OF SCHOOL HEADS AND ITS RELATIONSHIP TO PERFORMANCE OF TEACHERS BASED ON PPST DOMAINS

School Year 2025-2026

I. Proposal Brief

Activity Proponent	**ROSALINDA G. BUTCON**
Target Participants	School Heads and Teachers of Ubay 1 District
Number of School Heads Number of Teachers	20 100
Proposed Venue	Ubay 1 District
Total Proposed Budget	Php 30,000.00
Proposed Continuing Professional Education credits units (if any)	N/A
Registration Fee	N/A

II. Activity Background and Rationale

Rationale

Instructional supervision is a vital component of effective school leadership and educational management. It serves as a systematic process through which school heads guide, support, and evaluate teachers to enhance instructional practices and ensure quality learning outcomes. In the context of today's educational reforms, instructional supervision is not merely about monitoring compliance but rather about promoting continuous professional growth and reflective teaching. The role of school heads, therefore, extends beyond administrative oversight to becoming instructional leaders who foster a culture of collaboration, innovation, and accountability among teachers.

Teacher performance, on the other hand, is a key determinant of student success and school effectiveness. It encompasses a teacher's professional competencies, instructional delivery, classroom management, and commitment to learners' holistic development. High-performing teachers contribute significantly to raising academic standards and achieving institutional goals. However, teacher performance does not develop in isolation; it thrives

under supportive and purposeful supervision that recognizes individual strengths, identifies areas for improvement, and provides meaningful feedback and mentoring.

The relationship between instructional supervision and teacher performance has long been recognized as interdependent. Effective supervision motivates teachers, improves instructional strategies, and strengthens professional competence. When school heads provide constructive feedback, model effective teaching practices, and create opportunities for professional learning, teachers become more engaged, confident, and efficient in delivering instruction. Conversely, inadequate or purely evaluative supervision may lead to stagnation, low morale, and resistance to change.

In the Philippine educational setting, this relationship gains further importance under the **Philippine Professional Standards for Teachers (PPST)** and the **Results-Based Performance Management System (RPMS)**, which emphasize the developmental nature of supervision and its role in enhancing teacher quality. Instructional supervision aligned with these frameworks ensures that teachers receive differentiated support appropriate to their career stage and competencies.

Thus, conducting a study on *Instructional Supervision of School Heads and its Relationship to Teacher Performance* is both relevant and necessary. It provides empirical insights into how supervisory practices influence teaching effectiveness, identifies challenges in current supervision models, and offers evidence-based recommendations for improving instructional leadership. Ultimately, understanding this relationship contributes to the broader goal of enhancing educational quality, fostering teacher development, and ensuring that every learner benefits from effective and inspired teaching.

III. Program Description

This is a 2-day capability training & team building which will help school heads and teachers in enhancing their instructional supervision and teaching performance. The modality to be used is a face-to-face seminar which will be conducted in Ubay National Science High School. The target participants for this undertaking are the 20 school heads and 100 teachers from Ubay 1 District, Division of Bohol.

IV. Target Participant's Description

The target participants for this training workshop are the 20 school heads and 100 teachers of Ubay 1 District

V. Program Learning Objectives

The program aims to:

1. Enhance Open Communication and Trust

To build a supportive school culture where teachers feel safe and confident to express their professional concerns and feedback without fear of judgment or misunderstanding.

2. Strengthen Collaborative and Transparent Supervision Practices

To improve supervisory processes by ensuring proper coordination, clear communication of schedules, and the use of classroom observations as developmental tools for teacher growth rather than as evaluative measures.

3. Improve Instructional Support and Resource Provision

To equip school heads and supervisors with strategies for providing adequate instructional materials and meaningful, needs-based supervision that promotes genuine instructional improvement rather than mere compliance.

4. Encourage teachers to embrace a growth mindset by actively engaging in reflective practices, staying current with educational trends, and adapting their teaching to meet the evolving needs of students and the education system.

Content	Objectives	Suggested Activities	Duration	Expected Output
Building Trust and Open Communication in Supervision	To build a supportive school culture where teachers feel safe and confident to express their professional concerns without fear of judgment or misunderstanding.	Conduct professional learning circles focused on effective communication. - Role-playing sessions on giving and receiving constructive feedback. - Reflection sessions on communication barriers and trust-building strategies.	4 hours	Action Plan IDP
. Strengthening Collaborative and Transparent Supervision Practices	To improve supervisory processes by ensuring proper coordination, clear communication of schedules, and the use of classroom observations as developmental tools.	Workshop on designing collaborative supervision schedules. - Peer observation with pre- and post-conference dialogues. - Case analysis on effective supervisory approaches that promote teacher growth.	3 hours	Supervisory Plan emphasizing Coaching and Mentoring
Enhancing Instructional Support and Resource Provision	To equip school heads with strategies for providing adequate instructional materials and meaningful, needs-based supervision.	Training on identifying and prioritizing instructional material needs. - Collaborative planning sessions between teachers and supervisors. - Resource-sharing forums and demonstration teaching using	4hours	IPP Action Plan

		available materials.		
Build growth mindset among teachers	The session aims to: a. To enhance teachers' skills in providing constructive, timely, and actionable feedback supports t learning and growth. b. To empower teachers to use feedback as a tool for fostering a growth mindset and encouraging self-reflection.	Lecture Focus growth discussion Activities that develop positivity	4 hours	A feedback framework document, including sample feedback templates and strategies, designed to guide teachers in delivering effective and meaningful feedback

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