

# Instructional supervision and elementary teachers' performance: Insights from the Philippine educational landscape

## ABSTRACT

The study assessed the influence of instructional supervision on teachers' performance in public elementary schools during the School Year 2023-2024. These findings serve as the baseline for a supervisory plan for enhancement. The study employed a descriptive research method, with a CKI = 0.70 among 100 respondents, including 19 school heads and 81 selected teachers. The primary tool used was a modified questionnaire, which effectively assessed the school heads and teachers' performance and collected information on the implementation of instructional supervision in school and its impact. The study's results revealed that the school head fully observes various levels of instructional supervision pre-observation, actual observation, and post-observation. Furthermore, the result showed that the instructional supervision and the performance of teachers ( $t(100) = -.153, p < 0.05$ ) have a significant relationship, underscoring the need for a supervisory plan for the teachers. The involvement of stakeholders, including teachers, administrators, and support staff, in developing and implementing the supervisory plan is crucial.

**Keywords:** elementary teachers performance, instructional supervision, Philippine context, supervisory plan, Philippine education.

## 1. INTRODUCTION

Instructional supervision in elementary education ensures effective teaching practices and fosters an optimal learning environment for young learners. In an era of fast global and local transformations, education is crucial to young people's and society's future development. In the study of (Ige & George<sup>1</sup>) in Lagos State, Nigeria, instructional supervision is an officially designed behavior that directly affects teacher behavior to facilitate student learning and achieve the school system's goals. For instance, (Ijaz et al.<sup>2</sup>) in New York City revealed that instructional supervision dramatically improved student learning outcomes, significantly increasing academic performance. (Rakusin & Bostock<sup>3</sup>), hypothesized that "instructional leadership would have a "direct effect on student achievement. In Kenya, numerous scholarly works explored the instructional supervision approaches of head teachers. (AchiengAkelo<sup>4</sup>, Obiero<sup>5</sup>) illustrated that staffing levels, learning resources, teamwork, and financial status influenced the instructional supervision procedures of head teachers in government schools. The result showed that head teachers' instructional supervision methods were positively correlated with teamwork, staffing levels, economic status, and learning resources (Omogi<sup>6</sup>, Ngole, & Mkulu<sup>7</sup>).

The Philippine educational setting, the upsurge in the extent of schools across various levels ascribed to its overflowing enrolment, enflamed curriculum because of the full enactment of the K to 12 curricula, and

engagement of many teachers are amongst the features that distress the efficiency of school principal's leadership. These prevailing issues and concerns complicated the responsibilities of a school principal.

Similarly, some of the principals across the archipelago may have fewer administration and supervision skills since experienced principals are no longer available for other schools (Chua et al.<sup>8</sup>). The situation is comparable to that in some parts of the Philippines, where few schools encounter more problems and struggles than others, which can be attributed to the principals' leadership effectiveness. The study revealed that in selected elementary schools in Cebu City, it was found that effective school principals can impact the school outcomes through their enthusiasm in the staffing of caliber teachers who are adept in the teaching-learning process (Cimene et al.<sup>9</sup>), adequate provision of resources, capability to stipulate and coherent school vision with the explicit goals (DeMatthews<sup>10</sup>); and advance and wits on administrative structures that provide clear and concise instruction for a better learning experience (Óskarsdóttir et al.<sup>11</sup>).

The Department of Education describes instructional supervision as a proficient, continuing, and collective method for refining instruction. It entails supervision, support, brainstorming, assistance, or formation to support teachers in cultivating the education status quo and value of culture in schools. According to the study (Basilio & Bueno<sup>12</sup>) in Columban College, Olongapo City, the 21st-century educational

landscape has changed how schools undertake instructional supervision and assessment. Scientific advances cemented the system for a change in skills necessities for students, called 21st-century skills. In Zamboanga City, Philippines, principals often monitor the respective classrooms through instructional supervision. A post-session is conducted with the teacher for coaching and mentoring to discuss the potential approaches to advance classroom instruction. This study (Barredo<sup>13</sup>), proved the association between the contemporary instructional supervision approaches of the principals, as noted by the teachers, and teachers' efficiency in elementary schools. Schools nationwide face the challenging dilemma of upholding teachers' performance. (Reambonanza Jr & Tan<sup>14</sup>) displayed that teachers had some knowledge but needed to improve the required higher-order problem-solving skills to teach competently. Beginning teachers did not perform significantly better or worse than more experienced teachers, and outcomes from teacher strengths and needs assessment show that they are not very aware of their insufficiencies (Ashraf et al.<sup>15</sup>) and principals conduct monitoring through classroom teaching, but little support for subject knowledge instead mainly support on teaching practices (Basturkmen<sup>16</sup>).

While several existing research studies highlight the constructive effects of instructional supervision on teacher development and student learning results, there needs to be a more in-depth analysis of specific methodologies, approaches, and contextual factors contributing to these outcomes. Examining how contextual factors such as school culture, leadership styles, teacher collaboration, and socio-economic backgrounds influence the effectiveness of instructional supervision is essential for tailored supervision approaches. Understanding these nuances can provide educators, policymakers, and school administrators with evidence-based strategies to enhance instructional supervision practices and improve overall teaching quality and student learning outcomes.

The primary goal of this study is to understand how different types of instructional supervision affect elementary teachers' performance in terms of instructional delivery, student engagement, classroom management, and overall teaching effectiveness. Moreover, this study seeks to identify and evaluate effective instructional supervision strategies that lead to measurable improvements in teachers' performance. This includes examining the quality of feedback, the frequency of supervision

sessions, and aligning supervision practices with teachers' professional development needs. Ultimately, the study intends to provide a supervisory plan to school administrators to enhance the effectiveness of instructional supervision programs in the elementary schools of Tuburan, Cebu, Philippines. Understanding how different supervision approaches impact teacher performance is essential for promoting continuous professional growth. By studying the influence of instructional supervision on teachers' performance, educators can identify strategies that positively impact student learning outcomes.

## **2. LITERATURE REVIEW**

In every educational setup, instructional supervision in school becomes more effective if teachers are well-motivated and guided in their work (Suriagiri et al.<sup>17</sup>). Thus, motivation is essential to maximize the effective teaching-learning process (Acquah<sup>18</sup>). The theory of connective (Fenwick & Tennant<sup>19</sup>) learning emphasizes that people in a workplace learn and mature due to their interactions with others. This theory's central tenet is that interactions with other people help people grow and learn. This might be related to their relationships or how their roles and duties interact. Connectivism highlights the importance of individualized learning paths based on learners' needs and interests. Instructional supervision can lead supervisors to adopt a more personalized approach, tailoring the support and feedback to each teacher's professional development goals and areas of improvement (Morrison, J. McCutcheon<sup>20</sup>); therefore, classroom management can be enriched by promoting collaboration, leveraging technology, personalizing learning experiences, fostering continuous learning, and cultivating critical thinking skills among educators (Brandi & Iannone<sup>21</sup>).

School leadership has become an international priority in the education policy agenda (Pont<sup>22</sup>). It plays a significant part in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment (Amtu et al.<sup>23</sup>). Instructional supervision is more than learning how to conduct classroom observations—instructional supervision is about building relationships with teachers and providing the conditions for them to flourish as leaders in and out of their classrooms (McGhee, M.D. Stark<sup>24</sup>). To update school leadership output, master teachers or school heads typically conduct classroom observations, often used to provide teachers with constructive critical

feedback to enhance their classroom management and instructional techniques (Ponticell et al.<sup>25</sup>).

The Philippine Professional Standards for Teachers defines teacher quality in the Philippines. The standards describe the expectations of teachers' increasing knowledge, practice, and professional engagement levels. At the same time, the standards allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations (Pitpit<sup>26</sup>). Instructional supervision is contextual (Gordon<sup>27</sup>). The kind of supervision that a school head will use depends on the ability of teachers to teach (Lorensius et al.<sup>28</sup>). Additionally, principals must identify teachers' strengths and weaknesses, communicate and provide feedback on how well students are learning, and understand the teachers' capacity and willingness to change practice (Thessin, K.S. Louis<sup>29</sup>).

In the Philippines, these challenges have complicated the duties of a school principal (Komalasari et al.<sup>30</sup>). Likewise, some of the principals in the archipelago may have less experience since the seasoned principals were no longer available for other schools (Stronge & Xu<sup>31</sup>). This scenario is similar in Cebu and its provinces, including the district of Tuburan, where few schools encounter more difficulties and conflicts than others, which can be ascribed to the principals' level of leadership effectiveness. In the study of (Chua et al.<sup>32</sup>) in the selected elementary schools in Cebu City, it was found that effective school principals can influence the school outcomes through their motivation and recruitment of caliber teachers, effective allocation of resources, ability to specify and articulate school vision including the specific goals (Óskarsdóttir et al.<sup>33</sup>); and development and initiatives on organizational structures that support instruction and learning (Barrett et al.<sup>34</sup>).

These underlying conditions promoted the researchers to explore the pressing challenges in supervision by examining how contextual factors such as school culture, leadership styles, teacher collaboration, and socioeconomic backgrounds influence the effectiveness of instructional supervision, which is essential for tailored supervision approaches. Understanding these nuances can provide educators, policymakers, and school administrators with evidence-based strategies to enhance instructional supervision practices and improve overall teaching quality and student learning outcomes.

### **3. METHODOLOGY**

The study employed the descriptive method of

research. The researcher used an adapted and modified questionnaire taken from the Philippine Professional Standards for Teachers (PPST) and Manual of Instructional Supervision (DepEd Region VII) as the primary tool in assessing the school heads' and teachers' performance and collecting information on the implementation of instructional supervision in school and its impact. The study was conducted in the identified public elementary schools in Tuburan District I, Municipality of Tuburan, Philippines. The respondents were selected through purposive sampling. They were the school heads and teachers chosen from eight (8) elementary schools in the lowlands and twelve (12) highlands.

There are two sets of questionnaires. The first set was intended for the school heads. It contained the profile of the respondents, including age, gender, civil status, length of service, educational attainment, and relevant training and seminars, followed by a survey that determined the level of instructional supervision given by the school heads to teachers during the classroom observation process such as pre-observation that includes the preparatory activities before the conduct of observation that the school heads must practice, the actual observation that consists of the activities to be conducted during the classroom observation, and post-observation which includes the activities that to be observed after the conduct of classroom evaluation and performance level of the teachers during the teaching-learning process. The questionnaire contents were taken from the instruction manual, and the exercise was derived from the monitoring tool for school heads created by the Department of Education - Region VII, Philippines. The researchers modified the tool to the needed data for this study. Only the indicators that apply to the school head should be observed during instructional supervision.

The second set of the questionnaire was for teachers, which contained the profile of the respondents that consisted of the age, gender, civil status, length of service, grade level handled, school location, educational attainment, latest RPMS rating, and relevant training and seminars followed by a survey that determines the level of instructional supervision given by the school heads to teachers during the classroom observation process as to pre-observation, actual observation, and post-observation and performance level of the teachers during the teaching-learning process based on the content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning and

assessment and reporting.

The teacher questionnaire was patterned from the classroom observable indicators found in the Philippine Professional Standard for Teachers (PPST) as specified in the DepEd Order No. 42 s. 2017. The researcher utilized only the indicators presented in every domain found in the PPST to validate teachers' performance during classroom observation. It consists of 19 items and uses the three-rating scale with a response mode of FO = Fully Observed (3 points), PO = Partially Observed (2 points), and NO = Not Observed (1 point). It also contains a survey on teachers' performance level during classroom observation as to the five domains in the Philippine Professional Standards for Teachers (PPST): content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning and assessment, and reporting. It consists of 14 items and uses the three-rating scale with a response mode of O = Outstanding (3 points), VS=Very Satisfactory (2 points), and S = Satisfactory (1 point). The questionnaire gathered data about the problems the respondents encountered during instructional supervision and classroom evaluation. The respondents were requested to specify the response applicable to the items by ticking in the appropriate boxes, which contained the profile of the respondents that consisted of the age, gender, civil status, length of service, grade level handled, school location, educational attainment, latest RPMS rating, and relevant training and seminars followed by a survey that determines the level of instructional supervision given by the school heads to teachers during the classroom observation process as to pre-observation, actual observation, and post-observation and performance level of the teachers during the teaching-learning process based on the content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning and assessment and reporting.

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#### 4. FINDINGS AND DISCUSSION

##### 4.1. Profile of the school heads in Tuburan District (n=19).

Profile	Frequ ency	%
<i>Age</i>		
30-39	6	32
40-49	7	36
50 and above	6	32
<i>Gender</i>		
Male	8	42
Female	11	58
<i>Civil Status</i>		
Single	1	5
Married	16	84
Widow	2	11
<i>Length of service</i>		
6-10	4	21
11-15	2	11
16-20	9	47
20 and above	4	21
<i>Educational attainment</i>		
Bachelor's	5	26
degree	13	68
Master's	1	6
degree		
Doctorate		
<i>Seminars/ trainings attended</i>	18	95
	1	5
District level	0	0
Division level	0	0
Regional level		
National level		

Table 1 displays the profile of the school heads in Tuburan District 1; the data exposed that the mainstream was in the age bracket of 40-49 years old, 36 %. This denotes that they have considerable experience in the education sector. This experience may give them a deep understanding of effective teaching practices and the importance of instructional supervision. (Lumapenet et al.<sup>35</sup>) indicated that school heads with substantial experience frequently engage in

instructional supervision and revealed that their supervision is often supervised. The dominant sex is female, comprising 58%. This result affirms (Acquah<sup>18</sup>) that rather than perpetuating female school leaders as “exceptional,” additional investigation could normalize feminine school leadership and demonstrate the vital point female instructional leaders take to the principal spot. The data gathered implies that the gender of the school heads has an impact on giving instructional supervision because women are often perceived as possessing higher levels of empathy, a quality that can contribute to effective relationship-building and collaboration with teachers—attributes aligned with those needed for adequate instructional supervision.

Regarding civil status, most respondents identified as married, representing 84% of the total respondents. The result affirms that married school heads are more likely to be effective and efficient in providing supervision to teachers, which has a more significant impact on achieving better learning outcomes. The findings (MacPhee<sup>36</sup>) study imply that married school heads are associated with qualities or experiences perceived as advantageous for their role as school heads, potentially contributing to enhanced leadership effectiveness and organizational outcomes. These include stability, a sense of responsibility, and a broader perspective on life, which could contribute to effective decision-making and leadership.

The length of service shows 47%, being 16- 20 years, which illustrates that many school heads have accumulated a wealth of experience in various aspects of school administration and instructional supervision. (Arar & Abu Nasra<sup>37</sup>) found out that administrators with 16-20 years of service likely have accumulated a wealth of experience in school administration, curriculum development, teacher management, and student affairs. Their extended service may contribute to a deep understanding of the educational landscape, policy changes, and the evolving needs of students and teachers. Most of them also earned master’s degrees, comprising 68%. The prevalence of respondents having earned their units in master’s degrees strongly suggests a correlation between advanced education and leadership roles within the academic setting. This trend underscores the importance of higher education in preparing individuals for school leadership positions. The result aligns with (Day et al.<sup>38</sup>) declaration that to be effective, school leaders must acquire as considerable as probable leadership efficiency by engaging in professional growth to demonstrate their transformational

leadership to handle organizational change regularly.

In seminars and training, it is noticeable that 95% of the school heads' attendance was circulated only at the district level. This finding suggests a potential area for improvement in the professional development of school heads, particularly in the context of broader and more diverse training opportunities. According to (Bellibaş et al.<sup>39</sup>), training will give school heads essential leadership, decision-making, and strategic planning skills. School heads need to be trained in building and leading effective teams. This involves understanding team dynamics, promoting a culture of collaboration, and leveraging team members' strengths. Training programs can include team-building exercises and strategies for creating a positive and inclusive working environment. Principals need ongoing, high-quality in-service training and provisions such as mentoring and coaching agenda, which are difficult to merge and keep effective principals (Schildkamp et al.<sup>40</sup>).

#### **4.2. Profile of the teachers in Tuburan District (n=81).**

Profile	Frequ ency	%
<i>Age</i>		
20-29	14	17
30-39	39	48
40-49	34	30
50 and above	4	5
<i>Gender</i>		
Male	13	16
Female	68	84
<i>Civil Status</i>		
Single	12	15
Married	68	84
Widow	0	-
Separated	1	1
<i>Length of service</i>		
1-5 years	15	19
6-10 years	28	35
11-15 years	24	30
16-20 years	9	11
21 years and above	5	6
<i>Grade level handled</i>		
Kinder	4	5
Grade 1	11	14
Grade 2	12	15
Grade 3	13	16
Grade 4	11	14
Grade 5	13	16
Grade 6	17	20
<i>School location</i>		
Lowland	39	48
Highland	42	52
<i>Latest RPMS</i>		

<i>Rating</i>		0	-
Poor (1.000-1.499)		0	-
Unsatisfactory (1.500- 2.499)		0	-
Satisfactory (2.500-3.499)			
Very Satisfactory (3.500-4.499)	71	88	
Outstanding (4.500-5.000)	10	12	
<i>Educational attainment</i>			
Bachelor's	52	64	
Master's	27	33	
Doctorate	2	3	
<i>Seminars/ trainings attended</i>			
District level	79	97	
Division level	2	3	
Regional level	0	-	
National level	0	-	

Table 2 illustrates the profile of the teacher respondents. Regarding age, the majority, 48%, were in the 30-39 age bracket. Since most 30 to 39-year-old teachers are actively involved in the school community, administrators should consider implementing leadership and mentorship programs that use their experience and expertise to aid in developing their colleagues. Age is an advantage since the age advanced, the teacher becomes skilled, knowing where to tap the students' potential and how to make them appreciate their worth. As to gender, most of the teacher respondents identified as female, comprising 84%; the finding reveals that the gender of the teacher can strongly impact students' interest in learning, which contributes to better learning outcomes. The result accepts (Uy et al.<sup>41</sup>) claims that female teachers are more affectionate in handling students' active learning.

Regarding civil status, 84% are married; this implies that teachers' civil status may influence, affect, and show differences in their teaching performance. Married teachers, particularly women, teach more effectively than unmarried teachers. Because married instructors have more experience with children, they are more attentive to their students (Love<sup>42</sup>). The result implies that most teacher respondents are married, which positively impacts learners' performance in Tuburan District 1 because pupils are more likely to grow into fully developed adults who can identify their academic strengths and other qualities under the guidance of married teachers. On the other hand, 35% of the teacher

respondents have been in service for 6-10 years; this implies most teachers have valuable years of teaching experience, which helps them gain enough competence to equip themselves with different teaching strategies and techniques. Students will learn more when teachers gain expertise and better understand teaching and learning principles, concepts, and theories. The teacher's career and teaching practice are positively associated with escalations in student accomplishment. (Cicekci & Sadik<sup>43</sup>). This means that as teachers advance proficiency, their students are more likely to accomplish better on other achievement gauges besides test results, such as attendance at school. More seasoned teachers benefit their students, coworkers, and the institution.

Among the 81 teachers surveyed, most were engaged in teaching at the Grade 6 level, constituting 20 % of the total. In contrast, only four (4) teachers were teaching at the Kinder level, with at least 5%. The dominance of Grade 6 teachers in elementary education is noteworthy. It can be attributed to the recognized need for heightened guidance during this crucial stage to navigate the complexities of transitioning to the secondary level and shaping students' academic foundation for the challenges of secondary education. This implies that Grade 6 learners in Tuburan District 1 are more likely to be ready for their secondary level because more experienced teachers handle the Grade 6 level. (Gustems-Carnicer et al.<sup>44</sup>) supports this assertion, contending that Grade 6 students experience saturation or overwhelm concerning the required information.

Teacher respondents are primarily situated in highland areas, comprising 52% of the total respondents. Tuburan encompasses barangays mainly located in rural areas, a characteristic that underscores the study's outcomes. These results suggest that various factors, including accessibility, community demographics, and urban planning considerations, play a pivotal role in determining the strategic placement of educational institutions within the Tuburan. This implies that the location of the schools in Tuburan District 1 is not a hindering factor in providing education for all the learners because most of the schools are accessible and located in a safe and secure learning environment. Thus, it provides accessible and quality education for all the learners in Tuburan District 1.

Most teachers are performing well in the RPMS rating, with 88% being very satisfactory, but there is still room for development to reach the "outstanding" level. Therefore, teachers are



encouraged in the context of RPMS. During the early phase, they identify and match their objectives with the school's, creating clear and challenging performance goals. The result implies that most of the teachers in Tuburan District 1 are performing well inside the classroom, considering that most of them got a rating of Very Satisfactory, which means that they are more capable of addressing individual and group learning goals, which supports the learners' success.

Regarding educational attainment, 64% of the teacher respondents hold a bachelor's degree. The study's results suggest that teachers may pursue advanced education. (Glazer<sup>45</sup>) asserts that higher educational attainment can indicate either an improved state of a teacher's level of human capital progress or a constructive indication of proficient distinctive capacity, academic enthusiasm, and intellectual expertise growth when linked to teachers who do not have such credentials. This implies that teachers who pursue graduate studies become more effective in instructional crafting, more efficient in classroom management, and more creative in enhancing learning. Noticeably, teachers only participated in seminars and training at the district level at 97%. The findings (Bold et al.<sup>46</sup>) claim that teachers' training is necessary because it provides educators with the knowledge and skills to create and deliver instruction to their learners.

#### **4.3. Level of instructional supervision provided by school heads to the teachers of Tuburan District.**

<b>Factors</b>	<b>Mean</b>	<b>VD</b>
Pre-Observation	2.48	FO
Actual Observation	2.88	FO
Post observation	2.90	FO
<b>Factor Average Mean</b>	<b>2.75</b>	<b>FO</b>

*Legend:* 2.33-3.00 – Fully Observed; 1.66-2.32 – Partially Observed; .00-1.65 – Not Observed.

Table 3 summarizes the instructional supervision the school heads provide teachers. The table illustrates that post-observation has the highest mean of 2.90. This means that the school heads have effectively communicated to the teachers about their performance during instructional supervision. Moreover, though pre-observation has the lowest mean of 2.48, it implies that the school heads entirely observed the things to be done during pre-observation. That means the school heads effectively communicated with the teachers regarding the upcoming instructional observation. Further, the table shows that the overall level of instructional

supervision provided by school heads to the teachers is **Fully Observed**. This implies a robust commitment to comprehensively supporting and evaluating teachers' classroom practices, potentially fostering a positive and effective teaching and learning environment within the school. In connection, (Garzón Artacho et al.<sup>47</sup>, Thessin<sup>48</sup>) mentions in their study that instructional supervision is an essential tool for schools as it helps them ensure that their vision and mission are achieved by supervising, training, and empowering teachers so that they can create valuable experiences for their students. Additionally, numerous researchers argue that adequate supervision has the potential to elevate classroom norms, ultimately contributing to student achievement by fostering teachers' professional development and improving their job performance (Mangubat<sup>49</sup>).

#### **4.4. Level of performance of teachers in Tuburan District according to the domains of Philippine Professional Standards for Teachers (PPST).**

<b>Factors</b>	<b>Mean</b>	<b>VD</b>
Content Knowledge and Pedagogy	2.37	O
Learning Environment	2.37	O
Diversity of Learners	2.33	O
Curriculum Planning	2.17	VS
Assessment and Reporting	2.13	VS
<b>Factor Average Mean</b>	<b>2.27</b>	<b>VS</b>

*Legend:* 2.33-3.00 – Outstanding; 1.66-2.32 – Very Satisfactory; 1.00-1.65 – Satisfactory

Table 4 showcases the summary of teachers' performance levels in the Philippine Professional Standards for Teachers (PPST) domains. As reflected in the table, among the presented factors, Content Knowledge, Pedagogy, and Learning Environment have the highest mean of 2.37, categorized as Outstanding, which means that the teacher habits well-connected instructive facets of the indicator to produce an atmosphere that discourses separate and group learning goals. This result negates the study of (Lorensius et al.<sup>50</sup>), which states that there is no need for further improvement; it is essential to continue supporting teachers' professional growth. This implies that most of the teachers in Tuburan District 1 are performing the teaching standards stated in PPST, resulting in a very satisfactory and outstanding performance of teachers during the teaching-learning process.

#### 4.5. Significant relationship between the extent of instructional supervision and teachers'

#### performance in Tuburan District.

	PRE-OBSERVATION	ACTUAL OBSERVATION	POST OBSERVATION	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners	Curriculum Planning	Assessment and Reporting
PRE-OBSERVATION	1							
ACTUAL OBSERVATION	.0	1						
POST OBSERVATION	.0	.4	1					
Content Knowledge and Pedagogy	.56**	.153	.090	1				
Learning Environment	.455**	.108	.118	.697**	1			
Diversity of Learners	.531**	.158	.164	.693**	.62**	1		
Curriculum Planning	.428**	.119	.112	.717**	.53**	.86**	1	
Assessment and Reporting	.389**	.143	.106	.717**	.94**	.69**	.00**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5 highlights the result of zero-ordered correlation via Pearson r coefficient to test whether the extent of instructional supervision significantly correlates with the teachers' performance. The relationship between the importance of instructional supervision during pre-observation and all the domains of PPST as indicators of the performance of the teachers as to content knowledge and pedagogy ( $r = .556$ ,  $p < 0.05$ ), learning environment ( $r = .455$ ,  $p < 0.05$ ), diversity of the learners ( $r = .531$ ,  $p < 0.05$ ), curriculum planning ( $r = .428$ ,  $p < 0.05$ ), and assessment and reporting ( $r = .389$ ,  $p < 0.05$ ) is significant.

However, all the indicators of the performance of the teachers as to content knowledge and pedagogy ( $r = -.153$ ,  $p > 0.05$ ), learning environment ( $r = -.108$ ,  $p > 0.05$ ), diversity of the learners ( $r = -.158$ ,  $p > 0.05$ ), curriculum planning ( $r = -.119$ ,  $p > 0.05$ ), and assessment and reporting ( $r = -.143$ ,  $p > 0.05$ ) posed insignificant relationships with the extent of instructional supervision during actual observation. Likewise, the instructional supervision during post-observation was found not to significantly correlate with all the indicators of the performance of the teachers as to content knowledge and pedagogy ( $r = -.090$ ,  $p > 0.05$ ),

learning environment ( $r = -.118$ ,  $p > 0.05$ ), diversity of the learners ( $r = -.164$ ,  $p > 0.05$ ), curriculum planning ( $r = -.112$ ,  $p > 0.05$ ), and assessment and reporting ( $r = -.106$ ,  $p > 0.05$ ). Hence, the null hypothesis of no significant relationship is rejected in the critical relationship between the extent of instructional supervision during pre-observation and the performance of the teachers as well as the overall mean of the instructional supervision during pre-observation, but we failed to reject the null hypothesis to the rest of the indicators.

The result reveals that the extent of instructional supervision the school heads provide to the teachers during pre-observation affects the teachers' performance as in the domains of PPST. It affirms the study (Lu et al.<sup>51</sup>) that school heads allocate minimal time supervising teachers' lesson planning and delivery. It also found that the extent of supervision by school heads before classes, specifically lesson planning supervision, has a notable impact on teacher role performance. Consequently, the study suggests dedicating a substantial portion of school heads' promotion criteria to provide evidence of direct teacher supervision. Additionally, the study recommends reducing the administrative work of school heads, thus allowing them to assume more significant roles in the instructional supervision process. This strategic adjustment is proposed to enhance the



effectiveness of the instructional supervision process within the school setting.

#### **4.6. Challenges Encountered in implementing Instructional Supervision in Tuburan District (n=100).**

<b>Challenges Encountered</b>	<b>f</b>	<b>Rank</b>
Not having sufficient time for the Instructional Supervision process.	62	2
Lack of pedagogical knowledge concerning instructional supervision.	11	4
Lots of administrative workloads for school heads.	81	1
The supervisory plan still needs to be updated.	37	3
Supervision processes have yet to be planned, implemented, and monitored correctly.	8	5
The negative attitude of teachers towards instructional supervision.	4	6

Table 6 indicates the challenges encountered by the respondents in implementing instructional supervision to improve performance. It shows that “Lots of administrative workloads for school heads” has the highest rank, with 81 responses. On the other hand, “The undesirable attitude of teachers towards instructional supervision” has the lowest rank with four responses. This result implies that teachers perceived a lack of support and guidance because instructional supervision is a compromise. Increased administrative tasks may reduce the time available for school heads to

conduct regular classroom observations and hinder their ability to provide constructive feedback to teachers. The study by (Ubogu<sup>52</sup>) stated that instructional monitoring was ineffective due to principals' heavy workloads, which included instructing classes, attending to stakeholders, and doing administrative tasks. Moreover, (Kaukewahulo<sup>53</sup>) stated that time constraints are one problem with school monitoring. Teachers' professional development, syllabus covering, and enhancement of the teaching process were all positively impacted by instructional supervision.

## **5. CONCLUSION**

The study's preceding result illustrates that a supervisory plan explicitly includes areas of concern comprising content knowledge and pedagogy, learning environment, diversity of learners, curriculum, planning, and assessment and feedback to improve teaching performance. In this way, teachers' performance can significantly improve as structured guidance, support, and opportunities for professional development are provided. Instructional supervision is crucial in improving the quality of teaching and learning within educational institutions. School heads can involve stakeholders, including teachers, administrators, and support staff, in developing and implementing the supervisory plan. By strengthening, allowing, and managing teachers to make meaningful educational opportunities for their students, instructional supervision enables schools to guarantee that their objectives and goals are understood. It enhances teachers' professional expertise and supports the efficacy of their instructional practices. Teachers must be included in the strategic planning for instructional supervision endeavors since they are the most critical participants in the curriculum's execution.

## **6. LIMITATIONS**

The study's limitations include the questionnaires coming from PPST with some modifications that did not undergo instrument validation. The selection criteria of the participants that employed purpose random sampling do not represent the entire population in the Philippines.

### **CRedit author statement**

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### **COMPETING INTERESTS**

The authors declare that there is no conflict of interest regarding the publication of this manuscript.

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