

Conveying Supervisory Practices and Their Influence in Teaching-Learning Effectiveness

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Abstract: This research examined the relationship between the supervisory practices of school heads and the teaching–learning performance of the teachers in Subangdaku Elementary School in School Year 2024 -2025. Specifically, it sought to determine the respondents’ demographic profiles, the extent of school heads’ supervisory practices, the level of teachers’ teaching–learning performance, and the significance of their relationship. The study employed a descriptive correlational research design with school heads and teachers as respondents. Data were gathered through a structured survey questionnaire and analyzed using the weighted mean and t-test. Findings revealed that most respondents were females aged 31 – 40 years, married, and master’s degree holders with 11 – 15 years of service. Supervisory practices were highly implemented across five domains, namely, Classroom Observation, Post-Observation Feedback and Coaching, Professional Development and Training Support, Monitoring and Evaluation, and Lesson Planning and Preparation, with Classroom Observation obtaining the highest mean. Teachers likewise demonstrated a high level of teaching–learning performance, particularly in Learner Engagement, while Lesson Planning and Preparation received the lowest mean. Results showed a significant relationship between supervisory practices and teaching–learning performance, leading to the rejection of the null hypothesis. Based on these findings, a Supervisory Practices in Teaching–Learning Enhancement Plan was developed to strengthen developmental supervision, improve instructional planning, and sustain professional growth among teachers. It was recommended that the proposed plan be adopted to guide school heads in promoting effective supervision, institutionalizing continuous professional development, and enhancing instructional quality toward improved learning outcomes in basic education.

Keywords: Administration and Supervision, Descriptive – Correlational Design, Supervisory Practices, Teaching – Learning Performance, Professional Development, Enhancement Plan, Content Analysis, City of Mandaue, Cebu.

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Quality education depends not only on curricula, resources, and student engagement, but also on the effectiveness of instructional supervision that supports teachers as they translate policy into classroom practice. Globally, supervisory frameworks have evolved from mere inspection to developmental, collaborative functions that emphasize teacher growth, reflective practice, and instructional improvement (Basilio, 2021). Effective supervision is thus viewed as a critical lever in elevating teaching quality and student outcomes.

In the Philippine educational context, supervisory practices retain a central role within the mandates of the Philippine Professional Standards for Teachers (PPST) and the National Competency-Based

Standards for School Heads (NCBSSH), which underscore coaching, mentoring, and continuous professional dialogue as key responsibilities of school leaders. The growing body of Philippine research affirms a positive relationship between supervisory competence and teacher performance: for example, one study found that the competence of school heads in supervision had a significant positive relationship with teachers' mastery of content, classroom strategies, and learning support (Landawe et al., 2023). Another investigation revealed that instructional supervision was significantly correlated with teacher job satisfaction in Philippine schools (Dacer et al., 2025).

Despite these encouraging findings, several gaps remain. Some studies have documented that while supervisory practices are implemented, they are not always fully aligned with teacher needs or the dynamics of modern classroom instruction (Sumapal & Haramain, 2023). Others point out that supervision still tends toward fault-finding instead of collaborative growth, which undermines teacher motivation and pedagogical innovation (Oscar & Temba, 2025). Moreover, the complexity of supervisory influence on teaching–learning effectiveness—encompassing teacher reflection, instructional adaptation, engagement, classroom management, and ultimately student learning—calls for deeper empirical investigation.

Within the school setting, supervisory practices have the potential to shape the learning environment in practical ways: by facilitating meaningful feedback, promoting peer collaboration, aligning observations with professional development, and creating conditions for reflective teaching. Because teaching–learning effectiveness depends on multiple interacting factors—including teacher competence, instructional methods, student engagement, and leadership support—investigating how supervisory practices influence these dimensions is both timely and essential.

Thus, this study aims to explore the relationship between supervisory practices and teaching–learning effectiveness, to understand what supervisory behaviours foster positive teacher outcomes, what obstacles hinder effective supervision, and how supervision may be leveraged to strengthen instructional delivery and learner achievement. Answers to these questions may contribute actionable knowledge for school leaders, district supervisors, and teacher development programs seeking to enhance supervision from compliance to performance-enabling processes.

Theoretical Background

This study is anchored on several foundational theories that collectively explain the nature and influence of supervisory practices on teaching–learning effectiveness. These theories include the Theory of Instructional Supervision (Acheson & Gall, 1997), Clinical Supervision Theory (Cogan, 1973; Goldhammer, 1980), Human Relations Theory (Mayo, 1933), and Adult Learning Theory or Andragogy (Knowles, 1980). Each provides a distinct yet complementary perspective on how supervision enhances instructional quality, teacher development, and learner outcomes.

The Theory of Instructional Supervision by Acheson and Gall (1997) emphasizes that supervision is a systematic process aimed at improving classroom instruction through continuous professional support, observation, feedback, and reflection. According to this theory, supervision should not be perceived merely as an evaluative task but as a developmental activity grounded in trust, collaboration, and mutual respect between the supervisor and the teacher. It posits that effective supervisory practices lead to professional growth, improved teaching strategies, and enhanced student learning. The theory aligns with the premise that teaching effectiveness is not an innate ability, but a craft honed through guided practice and reflective dialogue. Closely related is the Clinical Supervision Theory, originally introduced by Cogan (1973) and later expanded by Goldhammer (1980). This theory presents supervision as a cyclical, structured process involving pre-observation conferences, classroom observation, analysis of teaching behavior, and post-observation conferences. It focuses on collaboration between the supervisor and the teacher in identifying areas of strength and improvement, thereby promoting reflective teaching and instructional refinement. Clinical supervision seeks to bridge the gap between theoretical knowledge and classroom practice by creating a feedback-driven environment where teachers can analyze and refine their instructional decisions. Within the context of this study, clinical supervision

serves as a critical lens for understanding how supervisory processes influence teaching quality, teacher motivation, and overall instructional effectiveness.

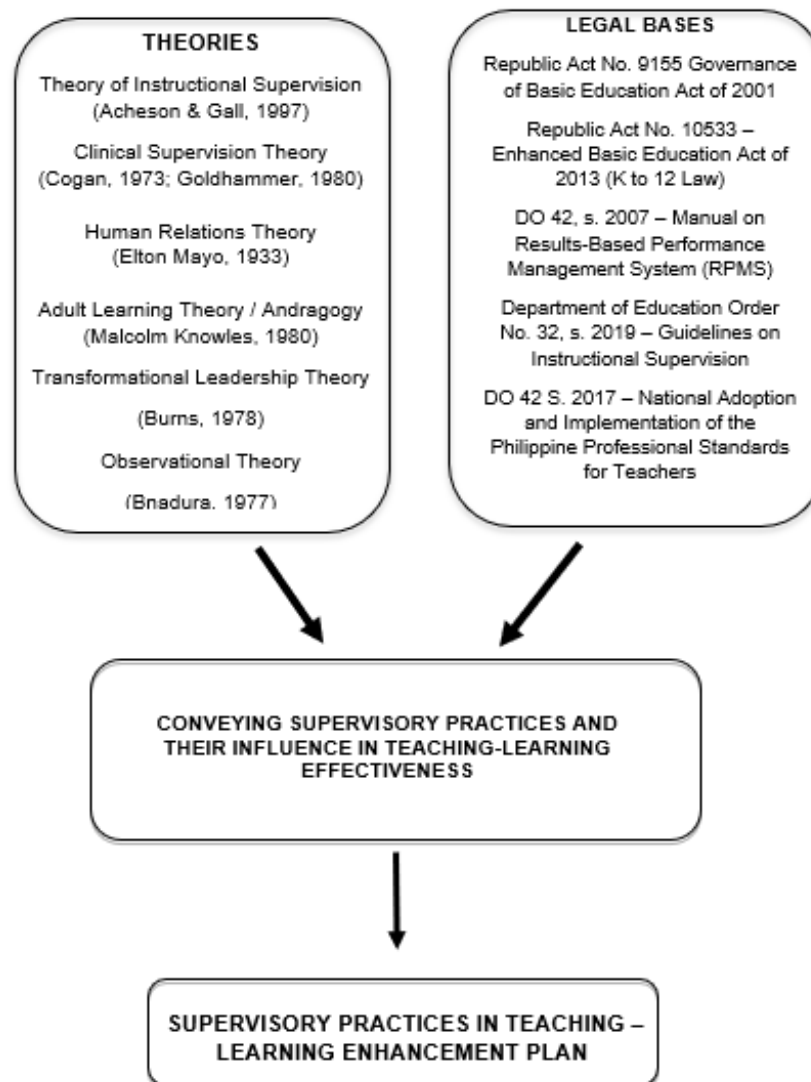


Figure 1. The Theoretical Framework

The Human Relations Theory developed by Elton Mayo (1933) contributes a socio-emotional dimension to supervision. Originating from the Hawthorne Studies, this theory emphasizes the importance of interpersonal relationships, motivation, communication, and employee well-being in organizational effectiveness. Applied to educational supervision, it highlights that supportive relationships between supervisors and teachers enhance morale, job satisfaction, and productivity. Supervisory practices grounded in human relations promote empathy, respect, and open communication—factors that contribute significantly to a positive school climate and improved teacher performance. When teachers feel valued and understood, they are more likely to exhibit higher commitment and creativity in their instructional delivery, thus influencing learning outcomes positively.

Finally, the Adult Learning Theory (Andragogy) proposed by Malcolm Knowles (1980) provides a framework for understanding teachers as adult learners within the supervision process. This theory posits that adults learn best when they are self-directed, internally motivated, and able to connect new knowledge to prior experiences. Effective supervisory practices, therefore, recognize teachers as autonomous professionals capable of reflecting on and improving their craft. Supervisors who apply andragogical principles engage teachers through dialogue, shared decision-making, and problem-solving, fostering ownership of professional growth. In this way, supervision becomes a collaborative learning process rather than a top-down directive, aligning closely with the goals of teacher empowerment and continuous learning.

Transformational leadership serves as the guiding framework in the practice of effective supervision, where the goal transcends routine evaluation and moves toward inspiring, empowering, and transforming teachers into reflective and innovative professionals. A transformational leader motivates teachers to go beyond compliance by cultivating a shared vision, building trust, and encouraging professional growth through collaboration and self-reflection. In applying transformational leadership to supervisory practices, the school leader becomes a mentor who empowers teachers to take ownership of their development, fostering a sense of purpose and commitment to instructional excellence. Through this approach, supervision is not limited to oversight but becomes a continuous process of guidance, dialogue, and empowerment that nurtures teacher competence and student success.

In the context of monitoring and coaching, transformational leadership emphasizes developmental rather than punitive supervision. Monitoring is conducted not merely to inspect but to understand teaching realities, identify instructional gaps, and provide constructive support. As a transformational supervisor, I practice purposeful classroom observations followed by reflective conferences where teachers are encouraged to analyze their own instructional decisions. Monitoring is accompanied by coaching conversations that focus on strengths, potential areas for growth, and strategies for improvement. I employ collaborative coaching methods, such as setting shared goals with teachers, demonstrating innovative teaching strategies, and engaging in professional dialogue that stimulates reflective practice. By integrating empathy, open communication, and professional trust, teachers perceive supervision as a partnership aimed at improving learning outcomes rather than as a compliance mechanism.

Professional development under transformational supervision is teacher-centered and responsive to actual instructional needs. I ensure that monitoring results and feedback from classroom observations are used as inputs in designing relevant professional learning programs, such as Learning Action Cells (LAC sessions), peer mentoring, and demonstration teaching. These sessions promote collective problem-solving, knowledge sharing, and reflective practice among teachers. By recognizing teachers as adult learners, I apply the principles of andragogy, allowing them to actively participate in identifying their developmental needs and selecting strategies suited to their teaching contexts. Professional development, therefore, becomes a platform for empowerment—where teachers build confidence, gain new insights, and sustain motivation to improve their craft.

In the realm of performance assessment and evaluation, transformational leadership focuses on fairness, transparency, and growth. Evaluations are framed within a supportive and constructive context, emphasizing formative assessment over fault-finding. I apply evidence-based evaluation through classroom observation tools and the Results-Based Performance Management System (RPMS), ensuring that assessments reflect authentic teaching performance. Constructive feedback is a cornerstone of this process. Feedback is delivered with respect and specificity—highlighting what works well, identifying opportunities for enhancement, and co-developing action plans to address challenges. This aligns with Hattie and Timperley's (2007) model, which emphasizes feedback that answers three essential questions: "Where am I going? How am I going? and What's next?" Through such feedback, teachers gain clarity, confidence, and actionable steps for improvement.

Ultimately, transformational leadership transforms supervision from a hierarchical task into a collaborative learning process. By practicing empathetic monitoring, personalized coaching, and reflective evaluation, supervisors become catalysts for teacher growth and instructional innovation. These practices foster a professional culture built on trust, shared responsibility, and continuous learning. When supervision is anchored on transformational principles, it empowers teachers to refine their pedagogy, strengthens professional relationships within the school community, and significantly enhances teaching-learning effectiveness.

Observational Theory, introduced by Albert Bandura in 1977, explained that individuals learned new behaviors, skills, and attitudes by watching others and imitating their actions. Bandura emphasized that learning occurred through four key processes: attention, retention, reproduction, and motivation, making observation a powerful mechanism for cognitive and behavioral

development. The theory highlighted the role of models—such as teachers, peers, or parents—whose actions provided learners with examples of how to think, behave, and respond in various situations. It also underscored the importance of reinforcement and perceived self-efficacy in determining whether observed behaviors would be imitated. Overall, Observational Theory established that learning was socially grounded, showing that students acquired knowledge not only through direct instruction but also through watching and interacting with others.

Taken together, these theories provide a comprehensive theoretical foundation for understanding the multifaceted nature of supervisory practices. Instructional and clinical supervision theories emphasize the technical and reflective dimensions of improving teaching; the human relations perspective underscores the emotional and interpersonal aspects of supervision; and adult learning theory situates teachers as active participants in their own professional development. Their integration supports the central assertion of this study—that effective supervisory practices foster teacher growth, enhance instructional quality, and ultimately improve teaching–learning effectiveness.

The conduct of this study is anchored on several national laws and Department of Education (DepEd) issuances that define the framework and mandate for instructional supervision, teacher performance, and educational effectiveness in the Philippines. These legal foundations ensure that supervisory practices are aligned with the country’s vision of providing quality, equitable, and relevant basic education.

Republic Act No. 9155, or the Governance of Basic Education Act of 2001, establishes the framework for decentralizing the management of basic education, granting schools greater authority and accountability in educational outcomes. This law emphasizes the role of school heads as instructional leaders who are responsible for setting the direction of teaching and learning, supervising teachers, and ensuring the quality of instruction. It underscores that effective supervision is central to enhancing teacher competence and improving student achievement, thereby aligning leadership practices with the goals of school-based management.

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013 or the K to 12 Law, strengthens the delivery of basic education by extending it to 13 years and mandating a curriculum that is learner-centered, inclusive, and developmentally appropriate. It highlights the importance of continuous professional development, curriculum alignment, and effective supervision to ensure that teachers can implement pedagogical approaches responsive to 21st-century learning. Supervisory practices grounded on this law aim to support teachers in translating the K to 12 curriculum into effective classroom instruction that promotes lifelong learning and global competitiveness.

Department of Education Order No. 42, s. 2007, or the Manual on the Results-Based Performance Management System (RPMS), institutionalizes a performance management framework that links individual accomplishments with organizational goals. The RPMS underscores the supervisor’s responsibility to conduct performance monitoring, evaluation, and coaching to ensure continuous professional growth among teachers. It promotes evidence-based supervision through observation, feedback, and performance review—mechanisms that directly influence teaching–learning effectiveness.

Department of Education Order No. 42, s. 2017, or the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), provides a national framework for teacher quality and professional development. The PPST defines clear competency indicators across career stages and emphasizes the role of supervision in assessing and enhancing teachers’ professional practice. It guides supervisors in aligning classroom observations, mentoring, and professional development with standards of effective teaching, thereby ensuring that teachers’ instructional strategies are relevant, innovative, and learner – centered.

Department of Education Order No. 32, s. 2019, or the Guidelines on Instructional Supervision, formalizes the process and principles of effective instructional supervision in schools. It promotes a

developmental and collaborative approach to supervision that focuses on improving instruction through coaching, mentoring, and constructive feedback. The order underscores that supervision should be supportive rather than evaluative, designed to empower teachers in addressing instructional challenges and sustaining teaching–learning quality. Through this policy, supervisors are guided to adopt practices that build teacher capacity, foster professional reflection, and enhance the overall effectiveness of classroom instruction.

Together, these legal bases provide a strong policy foundation for the present study. They affirm that supervision is not merely an administrative duty but a transformative process that nurtures teacher excellence, strengthens instructional delivery, and ensures that learning outcomes meet the standards of quality basic education. The study on Supervisory Practices and Their Influence on Teaching–Learning Effectiveness is therefore grounded in these legal mandates, which collectively advocate for a results-driven, collaborative, and learner-focused approach to educational supervision in the Philippine context.

THE PROBLEM

Statement of the Problem

This research assessed the influence of supervisory practices on the teaching performance of teachers of Subangdaku Elementary School of the Division of Mandaue City during the School Year 2024 – 2025 as basis for an enhancement plan.

Specifically, it sought to answer the following inquiries:

1. What is the relevant information of the respondents as to:
 - 1.1 age and gender;
 - 1.2 civil status;
 - 1.3 highest educational attainment;
 - 1.4 number of years in service;
 - 1.5 performance rating, and
 - 1.6 trainings and seminars attended?
2. As perceived by the respondent groups, what is the level of school heads' supervisory practices in terms of:
 - 2.1 Classroom Observation;
 - 2.2 Post - Observation Feedback;
 - 2.3 Technical Assistance and Coaching;
 - 2.4 Professional Development, and
 - 2.5 Monitoring and Evaluation?
3. As perceived by the respondent groups, what is the level of teaching – learning performance in terms of:
 - 3.1 Lesson Planning and Preparation;
 - 3.2 Instructional Strategies and Delivery;
 - 3.3 Classroom Management;
 - 3.4 Learner Engagement, and
 - 3.5 Assessment and Evaluation Practices?
4. Is there a significant relationship between the supervisory practices and teaching-learning performance?

5. Based on the findings of the study, what Supervisory Practices in Teaching – Learning Enhancement Plan can be developed?

Statement of Null Hypothesis

1. There is no significant relationship between supervisory practices and teaching – learning performance

Significance of the Study

The significance of this study lies in its potential to contribute to the improvement of educational quality, specifically in the teaching and learning of at the elementary level. Understanding the influence of supervisory practices on the teaching – learning performance of teachers is critical, as effective supervision has been recognized as a key factor in enhancing instructional competence, teacher motivation, and learner outcomes. By examining the relationship between supervision and teaching effectiveness, this study provides valuable insights that can guide school administrators, teachers, and policymakers in strengthening instructional support systems. Moreover, the findings can serve as a foundation for developing practical strategies and programs aimed at improving both teaching practices and student achievement in .

Education Policy Makers. This study provided empirical evidence on how supervisory practices influenced the teaching–learning performance of teachers across various subject areas. For education policy makers, the findings served as a valuable basis for designing and refining policies and programs that strengthened instructional supervision in schools. It underscored the need for structured, consistent, and development-focused supervision that enhanced teacher performance and professional growth. By understanding the connection between supervision and teaching effectiveness, policy makers were able to allocate resources more strategically, support capacity-building initiatives, and ensure that supervisory systems were implemented effectively at all levels of the education system. Ultimately, these insights contributed to the continuous improvement of teaching standards and the overall quality of basic education nationwide.

Higher-Level Officials of the Department of Education (DepEd). For DepEd officials, this study offered significant insights into how school-level supervision affected the quality of instruction and student learning outcomes. The findings guided them in evaluating existing supervisory frameworks, identifying areas for improvement, and strengthening teacher support mechanisms. By promoting evidence-based decision-making, the study encouraged DepEd officials to enhance training programs, mentoring systems, and performance evaluation processes that fostered professional development. Moreover, the results informed strategic planning initiatives to ensure that supervisory practices remained aligned with national education priorities and the competencies outlined in the Philippine Professional Standards for Teachers (PPST).

School Heads. School heads played a crucial role in translating supervisory policies into practice, and this study provided them with concrete information on effective supervisory approaches that improved teaching performance. The results highlighted key areas of supervision—such as classroom observation, mentoring, coaching, and constructive feedback—that significantly influenced instructional quality. By understanding and applying these practices, school heads were able to create a positive and supportive environment that promoted teacher growth and instructional excellence. The study also served as a guide for implementing structured supervision programs, conducting developmental evaluations, and organizing professional learning communities that empowered teachers to continuously enhance their practice.

Teachers. Teachers, as the central figures in the teaching–learning process, gained valuable insights from this study on how supervision contributed to their professional and instructional development. The findings emphasized that effective supervisory practices helped improve lesson planning, teaching strategies, classroom management, and learner engagement. Understanding the role of supervision encouraged teachers to embrace feedback, participate actively in professional development activities, and engage in reflective teaching. Furthermore, the study promoted a

culture of collaboration and lifelong learning among teachers, empowering them to continuously refine their practices to meet diverse learner needs and improve instructional outcomes.

Learners. Learners were the ultimate beneficiaries of effective supervision and improved teaching performance. When supervision was consistent, supportive, and development-oriented, it led to better instructional delivery and more engaging classroom experiences. This enhanced learners' understanding, participation, and motivation, contributing to improved academic performance and holistic development. The study underscored that high-quality supervision indirectly elevated student outcomes by fostering teacher competence, promoting innovative instruction, and sustaining an effective learning environment.

Future Researchers. For future researchers, this study served as a valuable reference for exploring the relationship between supervisory practices and teaching–learning effectiveness in different educational contexts. It provided a conceptual and methodological framework that could be adapted or expanded in future investigations. The findings guided further studies on innovative supervisory approaches, instructional leadership, and teacher performance evaluation systems. By building upon this research, future scholars could continue to advance knowledge on instructional supervision and its critical role in improving education quality and learner success.

RESEARCH METHODOLOGY

This part presented the research methodology, which included the research 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. Each component was systematically discussed to provide a clear framework for how the study was conducted and how the data were analyzed. The methodological design served as the foundation for ensuring the accuracy, consistency, and credibility of the findings, thereby establishing a sound basis for interpreting the relationship between supervisory practices and teaching–learning performance.

Research Design

This study employed a quantitative, correlational research design to determine the relationship between supervisory practices of school administrators and the teaching performance of the teachers in Subangdaku Elementary School.

Flow of the Study

This study follows an Input–Process–Output (IPO) framework to systematically address its research objectives. The inputs of the study consist of relevant information about the respondents and the research instruments. For school heads, data such as age, gender, highest educational attainment, years in service, and relevant trainings are collected. For Grade 2 teachers, information includes age, gender, civil status, highest educational attainment, years in service, performance ratings, and relevant trainings attended. In addition, adapted questionnaires on supervisory practices and teaching performance in , as well as relevant literature, policies, and theoretical frameworks, form part of the study's inputs.

The process involves several key activities. First, data is gathered from respondents through the administration of questionnaires. The level of school heads' supervisory practices is assessed across six components: classroom observation, post-observation feedback or conference, mentoring and coaching, professional development or training support, monitoring and evaluation, and communication and leadership support. Simultaneously, teaching performance of teachers is evaluated in terms of lesson preparation and planning, instructional delivery and teaching strategies, classroom management, learner engagement, and assessment and evaluation practices. After data collection, descriptive statistics such as weighted mean and standard deviation are used to summarize the levels of supervision and teaching performance. Furthermore, inferential statistics, including t-test, are applied to determine the relationship between supervisory practices and teaching performance and to examine differences across teacher demographic groups.

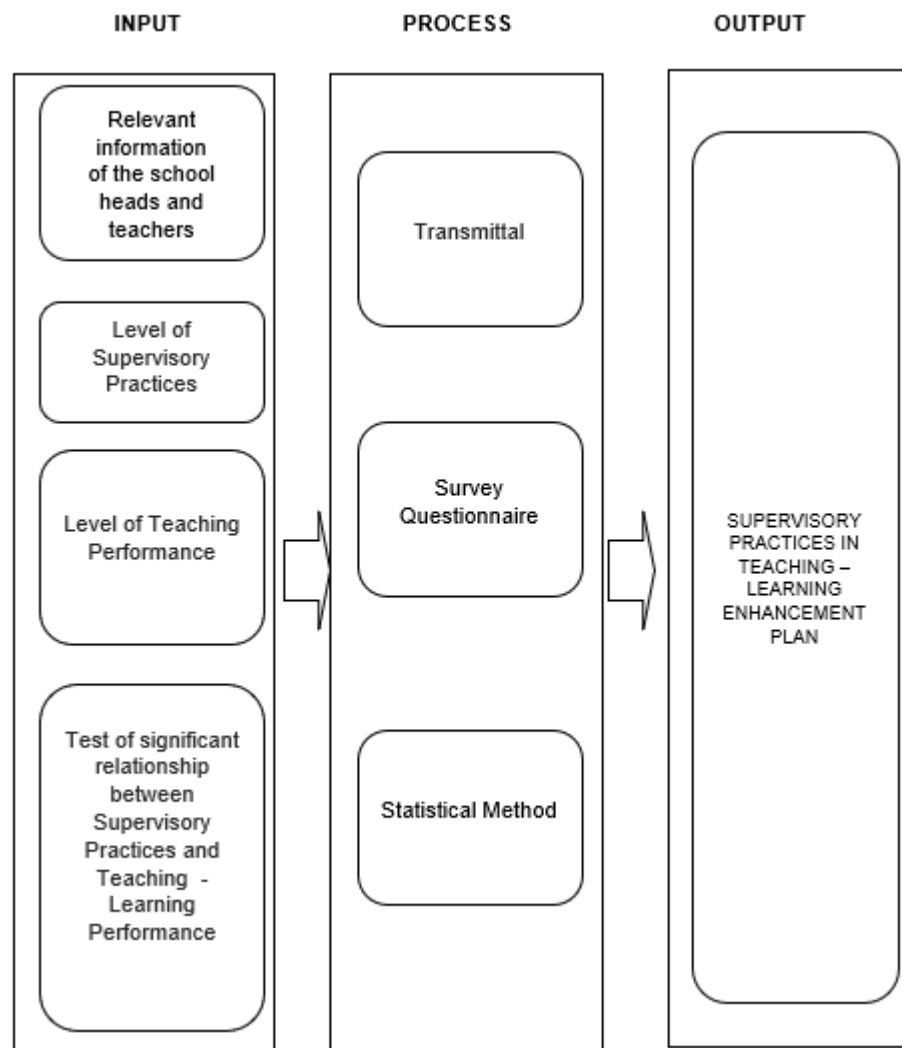


Figure 2. The Flow of the Study

The outputs of the study include empirical findings on the levels of supervisory practices and teaching performance, the strength and significance of the relationship between these variables, and any differences based on selected demographic characteristics. Based on the findings, a Supervisory Enhancement Plan (SEP) is proposed, offering a structured framework and actionable recommendations to improve supervisory practices and enhance teaching performance. Additionally, the study provides policy and practice recommendations for school administrators, teachers, and education officials to strengthen instructional supervision and support teacher professional growth, ultimately contributing to improved learner outcomes. This flow of the program presented in Figure 2.

Environment

The research which was conducted at Subangdaku Elementary School, located in the South District of the Mandaue City Division. The school has a rich historical background, tracing its roots to the post-World War II era. The area was reportedly a resting place for Japanese soldiers during the war. After the conflict, prominent residents of the barangay donated land for educational purposes. On January 20, 1922, Prescillano Ruelan, Isidro Velasquez, and Rafael Velasquez donated the site to the Municipality of Mandaue, Cebu, formally accepted by

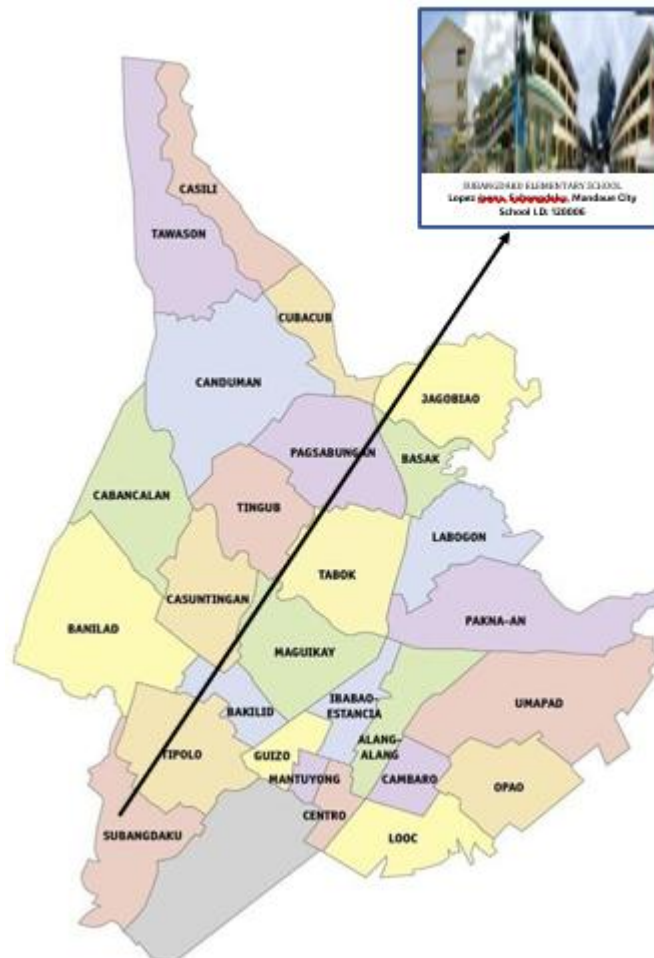


Figure 3. Research Environment of The Study

Municipal President Alejandro del Rosario through Resolution No. 6, series of 1922, with the condition that the land be exclusively used for school buildings. The school is located along Lopez Street in Subangdaku, the largest barangay in the city, covering 5,463 square meters. The campus features a skywalk in front of the flyover with a traffic light helps manage road congestion during peak hours.

The school's location is strategic, being only 2.8 kilometers from Mandaue City Hall and 3.1 kilometers from the Division Office, making it highly accessible for administrative coordination. The surrounding area is a vibrant community hub, with establishments such as convenience stores, local eateries, hardware stores, bakeries, pharmacies, pawnshops, wet markets, and other small businesses catering to the needs of students, teachers, parents, and residents. Essential public services, including the Subangdaku Barangay Hall, Police Station, Day Care Center, Parish Church, Covered Court, and Football Field, are within close proximity, ensuring that the school remains a central hub in the neighborhood.

Public transportation is widely available, facilitating easy access for learners, teachers, parents, and visitors from nearby areas. Over the years, Subangdaku Elementary School has developed into a modern learning institution. It currently has 13 school buildings and is constructing a hybrid gymnasium, which replaces the old covered court. This ongoing flagship project is generously funded by Dynamic Casting Incorporated, a major stakeholder in the school. The school serves 1,978 learners, supported by 73 teachers with various designations, including Master Teacher II, Master Teacher I, Teacher III, II, I, and a SPED Teacher I. Administrative staff include 1 School Principal IV, 1 Head Teacher III, 1 Administrative Assistant III, and 1 Administrative Officer II.

The school is well-equipped with ancillary learning facilities to support holistic education. These include an E-Classroom, Speech Laboratory, School Learning Resource Center, Feeding Center, Science Laboratory, Guidance Room, Robotics Room, Industrial Arts Room, and Home Economics

Room. All facilities are functional and maintained by respective coordinators. The school has three fire exits and an artesian well, along with 58 well-ventilated and well-lighted classrooms and 10 non-teaching classrooms, ensuring a safe and conducive learning environment. Maintenance and school programs are strongly supported by an active Parent-Teacher Association (PTA), whose officers actively participate in planning and implementing school projects.

In addition to infrastructure, the school implements programs and initiatives that enhance learner development. The feeding program ensures proper nutrition for students, while science and robotics activities foster critical thinking and problem-solving skills. The school also promotes sports and physical activities through its covered court and football field, encouraging holistic development. Teachers actively integrate technology and innovative teaching strategies in classroom instruction, reflecting the school’s commitment to modernizing education.

Subangdaku Elementary School continued to produce graduates equipped with essential skills to meet the challenges of the 21st century. The management emphasizes quality education, ensuring that school operations, social services, and community involvement are integrated into overall learning objectives. Teachers demonstrate strong commitment, actively participating in school programs and projects, while various stakeholders—including parents, barangay officials, and community members—collaborate in the planning and support of activities that directly benefit the learners. This strong partnership between the school and its community ensures that Subangdaku Elementary School remains a progressive institution, fostering academic excellence, social responsibility, and holistic learner development.

Respondents

The study involves a total of 52 respondents from Subangdaku Elementary School, consisting of 2 school heads and 50 teachers. The school heads provide insights regarding supervisory practices, including classroom observation, feedback, mentoring, professional development, and overall instructional leadership. The teachers serve as respondents to assess both the supervisory practices they experience and their own teaching performance in, including lesson preparation, instructional delivery, classroom management, learner engagement, and assessment practices.

Table 1. Distribution of Respondents

School	Respondents	Distribution	
		F	%
Subangdaku Elementary School	School Heads	2	3.85
	Teachers	50	96.15
	TOTAL	52	100

The respondents were purposively selected based on their roles and direct involvement in the teaching and supervision of, ensuring that the data collected is relevant and directly applicable to the objectives of the study. Their demographic and professional profiles, such as age, gender, educational attainment, years in service, performance ratings, and relevant trainings, are gathered to provide context for interpreting the findings.

Table 1 presents the distribution of the respondents of the study.

Instrument

The study utilized adapted questionnaires as the primary instrument for data collection. The questionnaire was divided into two main parts: Supervisory Practices of School Administrators and Teaching Performance of Teachers. The first part assessed the respondents’ perceptions of the supervisory practices implemented by school heads, covering six components: Classroom Observation, Post-Observation Feedback / Conference, Mentoring and Coaching, Professional Development / Training Support, Monitoring and Evaluation, and Communication and Leadership Support. The second part evaluated the teaching performance of teachers, focusing on Lesson

Preparation and Planning, Instructional Delivery / Teaching Strategies, Classroom Management, Learner Engagement, and Assessment and Evaluation Practices.

The instrument was designed to capture both quantitative and descriptive data, allowing for a comprehensive analysis of the relationship between supervision and instructional effectiveness.

To ensure validity and reliability, the instrument was adapted from previous studies on instructional supervision and teacher performance. For instance, the Teacher Performance Questionnaire was adapted from a study by Quilala and Tantiado (2025), which utilized a validated two-part questionnaire to assess teacher efficacy and instructional supervision practices. Additionally, the Instructional Supervision Survey was adapted from a study by Hoque (2020), which examined the relationship between instructional supervision and teaching learning effectiveness.

Data Gathering Procedure

The data gathering procedure begun with the approval of the research proposal from the Thesis Advisory Committee. Following this approval, and to ensure the smooth implementation of the questionnaire, the researcher submitted a formal request letter to the School Head of Subangdaku Elementary School, seeking authorization to conduct the survey and indicating the specific dates for data retrieval.

The study strictly adheres to ethical standards and full compliance with the Data Privacy Act of 2012 (R.A. 10173), as well as other applicable laws that safeguard the rights and privacy of individuals. Informed consent forms were distributed to the parents or guardians of the learners, and assent forms were obtained from the learners themselves prior to the administration of the research instruments.

Upon securing the necessary approvals and consent, the researcher administered the adapted questionnaires to the respondents, which include the school heads and teachers. The researcher provided clear instructions to ensure that respondents understood the purpose of the study and how to accurately complete the questionnaire. The collected data were then carefully reviewed for completeness and consistency before being coded and prepared for statistical analysis using descriptive and inferential techniques, including weighted mean, and t-test, to answer the research questions and achieve the objectives of the study.

Statistical Treatment of Data

The responses of the participants were analyzed using appropriate statistical methods, ensuring that the data were treated accurately and effectively without assuming a normal distribution. These techniques were carefully selected to match the nature and scale of the collected data, providing reliable, valid, and meaningful insights into the respondents' perceptions and performance. By applying these methods, the study ensures that the results are empirically sound and can be confidently used to draw conclusions regarding the relationship between supervisory practices and teaching performance.

Simple Percentage Analysis. This is a basic statistical method used to present the distribution of respondents' demographic profiles and other categorical data in a clear and interpretable format. In this study, it is employed to summarize the personal and professional characteristics of the respondents, such as age, gender, educational attainment, years in service, and relevant trainings. By converting frequencies into percentages, the data become easier to understand and compare across categories.

Weighted Mean. It is used to determine the average level of supervisory practices of school heads and teaching performance of teachers. Each response in the Likert-scale questionnaire is assigned a numerical value, and the weighted mean is calculated by summing the products of each value and its corresponding frequency, then dividing by the total number of responses. This statistical measure provides a more accurate reflection of the overall perception of respondents, allowing the researcher to describe the degree or extent of supervisory practices and teaching effectiveness.

T-Test. It is an inferential statistical technique used to determine whether there is a significant difference between two related sets of data. In this study, it is applied to compare the perceptions of the respondents on supervisory practices and teaching performance, or to examine differences in teaching performance before and after certain supervisory interventions if applicable. The t-test provides a probability value (p-value) that indicates whether the observed difference is statistically significant, helping the researcher draw conclusions about the impact of supervision on teacher performance.

Scoring Procedure

Supervisory Practices

The following are the scoring procedures:

Weight	Range	Category Response	Verbal Description
4	3.26 – 4.00	Always observed	Strongly Demonstrated
3	2.51 – 3.25	Often observed	Moderately Demonstrated
2	1.76 – 2.50	Sometimes observed	Satisfactorily Demonstrated
1	1.00 – 1.75	Seldom observed	Poorly Demonstrated

Teaching Performance

The following are the scoring procedures:

Weight	Range	Category Response	Verbal Description
4	3.26 – 4.00	Always	Strongly Demonstrated
3	2.51 – 3.25	Sometimes	Moderately Demonstrated
2	1.76 – 2.50	Rarely	Satisfactorily Demonstrated
1	1.00 – 1.75	Seldom	Poorly Demonstrated

DEFINITION OF TERMS

This section provided the operational definitions of key terms used in the study. These terms are defined to ensure clarity, consistency, and understanding of the concepts as they are applied within the context of the research.

Assessment and Evaluation Practices. Refers to the systematic methods used by teachers to measure, monitor, and improve learners' understanding, skills, and performance in.

Classroom Management. The techniques and strategies employed by teachers to create and maintain an organized, productive, and conducive learning environment.

Classroom Observation. A supervisory practice in which school heads monitor and evaluate teachers' instructional performance to provide feedback and support for professional growth.

Communication and Leadership Support. The guidance, encouragement, and direction provided by school heads to teachers, fostering collaboration, motivation, and a positive working environment.

Instructional Delivery / Teaching Strategies. The methods and approaches used by teachers to present lessons effectively, engage learners, and facilitate meaningful learning experiences in .

Lesson Preparation and Planning. The process by which teachers organize instructional materials, design learning activities, and plan lessons to achieve learning objectives.

Learner Engagement. The level of active participation, interest, and motivation demonstrated by students during lessons.

Mentoring and Coaching. A form of supervisory practice in which school heads provide individualized guidance, support, and professional advice to teachers to enhance their instructional skills.

Monitoring and Evaluation. Ongoing assessment by school heads of instructional practices, teacher performance, and program implementation to ensure quality and effectiveness.

Post-Observation Feedback / Conference. A structured discussion between school heads and teachers after classroom observation, aimed at reflecting on teaching performance and identifying areas for improvement.

Professional Development / Training Support. Opportunities provided by school administrators for teachers to enhance their skills, knowledge, and competencies through workshops, seminars, or training programs.

Supervisory Practices in Teaching – Learning Enhancement Plan (SEP). A structured plan developed based on the findings of the study, aimed at improving the effectiveness of supervisory practices. The plan provides actionable recommendations, strategies, and interventions that school heads can implement to enhance teaching performance, professional development, and learner outcomes.

Supervisory Practices. The set of actions and strategies employed by school heads to guide, support, and evaluate teachers in their instructional responsibilities.

Teaching - Learning Performance. It refers to the overall effectiveness and quality of the instructional process as demonstrated by teachers in facilitating meaningful learning experiences and by learners in achieving intended learning outcomes. It encompasses the teacher's ability to plan lessons, deliver instruction effectively, manage the classroom, engage learners, and assess learning through valid and constructive feedback.

CHAPTER 2

PRESENTATION, DATA ANALYSIS AND INTERPRETATION

This chapter presented, analyzed, and interpreted the data gathered to address the objectives of the study. Specifically, it aimed to determine the relevant profile of the respondents in terms of age and gender, civil status, highest educational attainment, number of years in service, performance rating, and participation in trainings and seminars. As perceived by the respondents, the study further explored the extent of school heads' supervisory practices along the areas of Classroom Observation, Post-Observation Feedback/Conference, Technical Assistance and Coaching, Professional Development/Training Support, Monitoring and Evaluation, and Communication and Leadership Support. Likewise, it examined the level of teachers' performance in Lesson Planning and Preparation, Instructional Strategies and Delivery, Classroom Management, Learner Engagement, and Assessment and Evaluation Practices. Moreover, the study investigated the relationship between supervisory practices and teaching-learning performance. The findings derived from the analysis served as the basis for formulating the Supervisory Practices in Teaching–Learning Enhancement Plan, which was designed to strengthen instructional supervision and improve overall teaching effectiveness.

RELEVANT INFORMATION

This section presented the demographic and professional profiles of the respondents, which served as essential background information in interpreting their perceptions and responses. Understanding these characteristics provided a meaningful context for analyzing the extent of leadership practices and the level of teaching performance assessed in the study. Specifically, the data gathered included the respondents' age and gender, civil status, number of years in service, highest educational attainment, most recent performance rating, and participation in trainings and seminars.

Respondents

This section presented the demographic profile of the respondents, which provided a contextual foundation for understanding the results of the study. The demographic variables included age and gender, civil status, number of years in service, highest educational attainment, most recent performance rating, and participation in trainings and seminars. These characteristics were vital in establishing the background of the respondents and in analyzing how such factors may have influenced their perceptions of supervisory practices and their teaching-learning performance.

Age and Gender. This section presented the age and gender distribution of the respondents, which included both teachers and school heads. Understanding the respondents’ age and gender profiles was crucial in analyzing potential generational and gender-based perspectives that may influence supervisory practices and teaching-learning performance. The respondents were classified into specific age ranges to identify the concentration of younger, mid-career, and veteran educators and administrators. Likewise, the gender distribution was examined to determine whether perceptions and roles in instructional leadership and classroom performance differed between male and female respondents. These demographic characteristics provided important contextual insights into how leadership behaviors and teaching effectiveness may vary across age groups and genders. Table 2 presents the age and gender distribution of both teacher and school head respondents, highlighting essential aspects of their demographic composition that could shape their approaches to supervision and instruction.

Table 2. Age and Gender of Respondents

Variable	Frequency n = 52	Percentage	Mean	SD
Age				
51 to 60 years old	5	9.62	51	0.24
41 to 50 years old	7	13.46	44	0.56
31 to 40 years old	30	57.69	35	0.37
21 to 30 years old	10	19.23	28	0.58
TOTAL	52	100	37	0.44
Gender				
Male	4	7.69	0	0
Female	48	92.31	0	0
TOTAL	52	100	0	0

In the table, there were 35 or 80 percent of the respondents who were females and 9 or 20 percent are females. This notable gender imbalance reflects the continuing trend of female dominance in the teaching profession, particularly in the basic education sector. Such a distribution has implications for school leadership dynamics and instructional culture. According to Guerrero and Reyes (2023), gender composition in schools can influence collaborative practices, communication styles, and even decision-making approaches. Moreover, the predominance of female educators may shape how mentoring, instructional support, and leadership roles are perceived and executed. While female leadership in education has been growing, the underrepresentation of males may also highlight the need to promote gender diversity and inclusivity in leadership training programs (Lopez & Santiago, 2022). Ensuring balanced gender participation can lead to richer perspectives and more equitable leadership practices aligned with Sustainable Development Goal 5 on gender equality and SDG 4 on inclusive, quality education.

As shown in the table, there were 48 female respondents, representing 92.31 percent, and 4 male respondents, representing 7.69 percent. The data revealed that the teaching and supervisory workforce was predominantly female. This trend reflects the continuing feminization of the teaching profession, which has been consistently observed in recent educational studies both in the Philippines and globally (Calderon & Bayod, 2023; UNESCO, 2022). The high representation of female respondents suggests that women continue to play a significant role in shaping instructional

practices and school leadership. According to Lorenzo (2024), female educators often demonstrate collaborative leadership styles and strong interpersonal skills, which can positively influence communication, mentoring, and supervision within the school environment.

However, the limited number of male respondents may suggest an underrepresentation of men in the teaching profession—a pattern that could affect gender diversity in leadership roles and decision-making dynamics (Garcia & Dizon, 2021). Gender representation has important implications for supervisory practices and teaching-learning performance, as gender-related perspectives can influence feedback styles, teacher motivation, and classroom interactions (Nguyen & Hallinger, 2024). Thus, understanding this gender imbalance provides valuable context in analyzing how leadership behaviors and instructional performance are perceived and enacted within the school setting.

Civil Status. This subsection presented the civil status distribution of the teacher and school head respondents. Understanding their civil status provided additional demographic context that may have influenced their work-life balance, professional responsibilities, and engagement in school-related activities. The civil status of educators has been linked in recent studies to levels of motivation, availability for school functions, and even stress management (Santos & Villanueva, 2023). By examining the respondents’ civil status, the study aimed to explore whether personal background characteristics had any bearing on their perceptions of leadership practices and their own teaching performance. Table 3 presents the profile of the teacher and school head respondents in terms of their civil status.

Table 3. Civil Status of Respondents

Variable	Frequency	Percentage
Civil Status		
Single	18	34.62
Married	34	65.38
Total	52	100

As shown in Table 3, the majority of the respondents were married, accounting for 34 respondents or 65.38 percent of the total. This was followed by single respondents, comprising 18 respondents or 34.62 percent. The predominance of married respondents suggests that most teachers and school heads were in a stage of personal and professional stability, which can contribute positively to their sense of responsibility, commitment, and consistency in performing their supervisory and instructional roles (Del Rosario & Bautista, 2023). Married educators often demonstrate higher levels of organizational loyalty and time management, as family life tends to reinforce a sense of balance and accountability in their work (Santos & Velasco, 2022).

Meanwhile, the presence of single respondents indicates a group that may possess greater flexibility, energy, and openness to new ideas and professional development opportunities, which can enhance their responsiveness to supervisory feedback and instructional innovation (Lopez & Manalo, 2024). The variation in civil status, therefore, reflects differing life contexts that may influence how respondents perceive and engage in supervisory practices and teaching-learning processes. Understanding these distinctions helps clarify the relational and motivational factors that shape professional behaviors in educational settings (Nguyen, 2023).

Highest Educational Attainment. This section discussed the highest educational attainment of the respondents, which serves as an important indicator of their academic preparation and professional capacity. Educational attainment reflects the level of formal education completed by teachers and school heads and is closely linked to their competence in supervision, instructional delivery, and leadership functions. Studies from 2021 to 2025 emphasize that higher academic qualifications often equip educators with advanced pedagogical knowledge, research literacy, and leadership skills that enhance both teaching effectiveness and school management (Garcia & Padilla, 2024; Zhang & Hallinger, 2022).

Table 4. Highest Educational Attainment of the Teachers

Variable	Frequency	Percentage
Highest Educational Attainment		
Doctorate Degree	7	13.46
Masters' Degree	43	82.69
Bachelor's Degree	2	3.85
Total	52	100

As shown in Table 4, the data present the distribution of respondents according to their highest educational attainment, highlighting the academic diversity among teaching and supervisory personnel. This variation in educational background may influence how respondents perceive and implement supervisory practices, as well as their ability to foster effective teaching-learning processes (Delos Santos & Villanueva, 2023). Hence, analyzing their educational attainment provides valuable insight into the respondents' professional readiness and their capacity to contribute to instructional improvement and school leadership.

As reflected in Table 4, most of the respondents had obtained their master's degree, comprising 43 respondents or 82.69 percent. This was followed by 7 respondents or 13.46 percent who held a doctorate degree, and 2 respondents or 3.85 percent who had earned only a bachelor's degree. The data indicate that a significant majority of the teaching and supervisory personnel pursued graduate education, suggesting a strong commitment to academic and professional advancement. According to Garcia and Padilla (2024), educators with graduate-level qualifications are more likely to demonstrate higher levels of instructional competence, reflective practice, and leadership engagement. Similarly, Delos Santos and Villanueva (2023) emphasized that advanced academic preparation enhances teachers' capacity to implement effective teaching strategies, conduct classroom research, and assume supervisory or mentoring roles within the institution.

The presence of doctorate degree holders, though smaller in number, implies the inclusion of highly specialized professionals who can contribute to academic leadership, policy formulation, and innovation in school management (Zhang & Hallinger, 2022). Conversely, the minimal number of respondents with only a bachelor's degree suggests limited representation of entry-level educators who may still be in the early stages of professional development. Overall, the respondents' educational profile underscores a workforce that values continuous learning and advanced education, which are critical for sustaining effective supervisory practices and improving teaching-learning performance.

Number of Years in Service. This section presented the number of years the respondents had served in the teaching profession or in leadership roles. Understanding the respondents' length of service was essential for assessing their depth of experience, professional maturity, and the extent to which tenure may have shaped their supervisory and instructional competencies. Teachers and school heads with longer years of service are generally perceived to possess greater familiarity with curriculum implementation, school governance, and capacity-building initiatives, all of which contribute to effective supervisory practices and improved teaching-learning outcomes (Santos & Javier, 2022). Moreover, years of service often correlate with enhanced mentoring skills, resilience in managing classroom and institutional challenges, and the ability to adapt leadership styles to diverse educational contexts (Reyes & Castillo, 2024).

Table 5. Number of Years in Service of the Respondents

Variable	Frequency N = 52	Percentage	Average	SD
15 – 20 years	9	17.31	17	0.34
11 – 15 years	25	48.08	12	0.42
6 – 10 years	12	23.08	9	0.29
1 – 5 years	6	25	4	0.36

By examining this aspect of their professional profile, the study sought to determine whether experience influences the quality of supervision and the consistency of instructional performance among teachers. As shown in Table 5, the data on years in service provide insights into the respondents’ exposure to pedagogical innovations and administrative functions.

As reflected in Table 5, the largest group of respondents had 11 to 15 years of service, comprising 25 respondents or 48.08 percent of the total. This was followed by those with 6 to 10 years of service, consisting of 12 respondents or 23.08 percent, while 9 respondents or 17.31 percent had been in the service for 15 to 20 years. Only 5 respondents or 9.62 percent had 1 to 5 years of teaching or leadership experience. The data indicate that a majority of the respondents were mid-career professionals with substantial exposure to instructional and supervisory practices. Educators within this range often demonstrate strong classroom management skills, deeper understanding of curriculum implementation, and growing engagement in school-based leadership activities (Reyes & Castillo, 2024).

Having more years in the service tends to enhance teachers’ and school heads’ capacity for professional judgment, reflective supervision, and data-informed decision-making — all essential qualities in effective instructional leadership (Lopez, 2023). These experienced educators are more likely to mentor colleagues, provide constructive feedback, and model best practices aligned with institutional goals and learner outcomes (Santos & Javier, 2022). Conversely, respondents with fewer years in the profession may exhibit enthusiasm and openness to innovation but may still require structured guidance and supervisory support to further develop their pedagogical and managerial competence. Overall, the distribution of years in service underscores the critical role of experience in strengthening supervisory effectiveness and sustaining high levels of teaching–learning performance.

Performance Rating of the Respondents. This section presented the performance ratings of the respondents, which included both school heads and teachers. Performance rating served as an important indicator of professional effectiveness and accountability within the educational system. It reflected how well the respondents performed their respective functions in supervision, instruction, and school management based on established standards and evaluation tools of the Department of Education. As noted by Cruz and Dela Peña (2023), performance appraisal provides valuable insights into the efficiency and commitment of educators, as well as their alignment with institutional goals for quality learning outcomes.

Table 6. Performance Rating of the Respondents

Variables	Frequency	Percentage
Outstanding	37	71.15
Very Satisfactory	15	28.85
Total	52	100

Understanding the respondents’ performance ratings was essential in analyzing the relationship between supervisory practices and teaching–learning performance, since effective supervision is often associated with improved teacher competencies and higher performance evaluations (Lopez, 2023). Likewise, consistent and constructive feedback from school heads has been found to enhance teacher motivation and instructional quality (Reyes & Castillo, 2024). As reflected in Table 6, the data on performance ratings offered an overview of the respondents’ professional standing and served as a basis for examining how supervisory approaches may have influenced their overall teaching effectiveness and leadership performance.

As reflected in Table 6, the data showed that the majority of the respondents received an Outstanding performance rating, accounting for 37 individuals or 71.15 percent, while 15 respondents or 28.85 percent achieved a Very Satisfactory rating. The results indicated that both school heads and teachers consistently demonstrated high levels of professional competence and commitment to quality instruction and leadership. Such ratings suggest that the respondents effectively performed their respective roles in teaching and supervision, contributing to the

attainment of school goals and learner outcomes. According to Cruz and Dela Peña (2023), high performance ratings among educators are often associated with effective supervision, continuous professional development, and strong adherence to instructional standards.

The predominance of outstanding performance ratings also implies that school heads were able to apply efficient supervisory practices such as classroom observation, mentoring, and technical assistance, which fostered a culture of accountability and instructional excellence (Lopez, 2023). Similarly, teachers' high ratings may reflect their responsiveness to feedback and their consistent application of learner-centered pedagogies that promote student engagement and achievement (Reyes & Castillo, 2024). Overall, the respondents' performance ratings reinforced the positive impact of collaborative and supportive supervision on enhancing teaching–learning performance and sustaining professional growth across both leadership and instructional roles.

Trainings and Seminars Attended. This section presented the data on the trainings and seminars attended by the respondents, both school heads and teachers. Participation in professional development activities was considered an essential component of instructional and supervisory improvement. These activities aimed to enhance teachers' pedagogical competence, update their knowledge of curriculum standards, and strengthen school heads' capacity to provide effective supervision and instructional leadership. As emphasized by Mendoza and Santos (2023), continuous training enables educators to respond to emerging educational trends, implement innovative teaching strategies, and sustain professional excellence.

Table 7. Trainings and Seminars Attended of the Respondents

Variable	Frequency	Percentage
Trainings and seminars attended		
National	19	36.54
Regional	15	28.85
Division	18	34.62
Total	52	100

Understanding the extent of respondents' participation in trainings and seminars was vital in analyzing how ongoing professional learning influenced both supervisory practices and teaching–learning performance. School heads who regularly attended leadership and management seminars were better equipped to provide technical assistance, conduct post-observation feedback, and foster collaborative learning environments (Garcia & Dizon, 2022). Likewise, teachers who engaged in subject-specific and pedagogical training tended to demonstrate higher levels of instructional adaptability, learner engagement, and assessment literacy (Villanueva & Cruz, 2024). As reflected in Table 7, the data on trainings and seminars attended provided insights into how professional development initiatives contributed to the enhancement of supervision, instruction, and overall school performance.

As reflected in Table 7, the data revealed that 19 respondents or 36.54 percent had attended national-level trainings, followed by 18 respondents or 34.62 percent who participated in division-level trainings, and 15 respondents or 28.85 percent who had joined regional-level seminars. The data indicated that a majority of the respondents were actively engaged in professional development programs across different organizational levels, demonstrating a strong commitment to continuous learning and instructional improvement. The high participation in national-level trainings suggests that many teachers and school heads were exposed to broader educational frameworks, updated policies, and innovative leadership practices that support evidence-based supervision and classroom management (Garcia & Dizon, 2022).

Participation in division- and regional-level seminars likewise reflected responsiveness to localized capacity-building initiatives that address the specific needs of schools and learning communities (Villanueva & Cruz, 2024). These experiences are crucial in enhancing both supervisory practices and teaching–learning performance, as they enable educators to apply new strategies in mentoring, curriculum implementation, and learner assessment. As Mendoza and Santos (2023) emphasized,

ongoing professional development cultivates reflective practice, strengthens collaboration, and reinforces the link between effective supervision and improved instructional outcomes. Overall, the respondents' active involvement in trainings and seminars underscores their dedication to professional growth, which directly contributes to higher standards of educational leadership and classroom instruction.

LEVEL OF SCHOOL HEADS' SUPERVISORY PRACTICES AND LEVEL OF TEACHERS' TEACHING – LEARNING PERFORMANCE AMONG RESPONDENT GROUPS

This section presented the data on the level of school heads' supervisory practices and teachers' teaching–learning performance as perceived by the respondent groups. The analysis aimed to determine how effectively school heads carried out their supervisory roles and how these practices influenced the quality of teaching and learning within their respective schools. Supervisory practices served as a key mechanism in ensuring instructional excellence, professional growth, and organizational effectiveness (Lopez, 2023). Effective supervision encompasses various functions, including classroom observation, post-observation feedback, technical assistance, coaching, professional development, and performance monitoring—all of which contribute to improving instructional quality and learner outcomes (Garcia & Dizon, 2022).

In parallel, understanding the level of teachers' teaching–learning performance provided insights into their competence in lesson planning, instructional delivery, classroom management, learner engagement, and assessment practices. High levels of performance in these areas are often associated with responsive supervision and continuous professional support from school leaders (Reyes & Castillo, 2024). As reflected in the succeeding tables, the results presented the perceptions of both teachers and school heads regarding the extent and effectiveness of supervisory practices, as well as the corresponding levels of teaching performance. The data served as the basis for determining the relationship between instructional supervision and classroom performance, thereby informing the development of strategies for enhancing school leadership and pedagogical effectiveness.

Supervisory Practices

This subsection presented the extent of school heads' supervisory practices as perceived by the respondent groups, focusing on the key dimensions of Classroom Observation, Post-Observation Feedback/Conference, Technical Assistance and Coaching, Professional Development/Training Support, and Monitoring and Evaluation. These dimensions represented the essential functions of instructional supervision that guided teachers toward improved classroom performance and professional growth. As noted by Lopez (2023), the quality of supervision performed by school heads plays a decisive role in shaping teachers' instructional behavior and motivation, ultimately influencing learning outcomes.

Through systematic supervision, school heads were expected to ensure that teaching standards were upheld, pedagogical innovations were supported, and continuous instructional improvement was sustained within the school environment. Effective supervisory practices also strengthened professional collaboration and built trust between administrators and teachers, thereby fostering a culture of reflective practice and instructional growth. Recent empirical evidence demonstrated that instructional supervision had a positive effect on teacher efficacy and classroom practices: a 2025 study of public-school teachers in Cagayan de Oro found that higher levels of instructional supervision were associated with higher teacher efficacy and better classroom performance (Quilala & Tantiado, 2025). Moreover, when supervision included targeted guidance, feedback, and supportive mentoring, teachers reported greater job satisfaction and professional growth (Dacer et al., 2025). As shown in the succeeding tables, the data illustrated how these supervisory dimensions were implemented in the present study and how such practices contributed to the overall teaching–learning performance.

Classroom Observation. This part presented the extent of school heads’ supervisory practices in terms of Classroom Observation as perceived by the respondents. Classroom observation was a vital component of instructional supervision, as it allowed school heads to monitor teachers’ instructional delivery, assess classroom management, and ensure the alignment of teaching practices with curriculum standards. As reflected in Table 8, the data showed how classroom observation was implemented as part of the supervisory process and how it contributed to improving instructional quality. Through systematic observation, school heads were able to gather relevant information about teachers’ performance, which served as the basis for feedback, mentoring, and professional support. Furthermore, regular classroom observations promoted accountability and encouraged teachers to maintain high standards of instructional practice. It also provided opportunities for reflective dialogue between school heads and teachers, strengthening collaboration and fostering a culture of continuous improvement in teaching–learning performance.

Table 8. Classroom Observation

Classroom Observation	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. The school head conducts regular classroom observations	3.73	0.81	Always Observed	3.66	0.57	Always Observed
2. The observation process focuses on both content and teaching strategies.	3.65	0.23	Always Observed	3.64	0.45	Always Observed
3. I receive prior notice and clear objectives before classroom observations.	3.21	0.56	Often Observed	3.23	0.67	Often Observed
4. The supervisor observes how I engage learners	3.53	0.35	Always Observed	3.50	0.33	Always Observed
5. Observation results are discussed in a professional and supportive manner.	3.45	0.67	Always Observed	3.25	0.78	Often Observed
Average Weighted Mean	3.51	0.52	Always Observed	3.46	0.56	Always Observed

Legend

3.26 – 4.00 Always Observed

1.76 – 2.50 Sometimes Observed

2.51 – 3.25 Often Observed

1.00 – 1.75 Seldom Observed

The results presented in Table 8 implied that school heads consistently conducted regular classroom observations, as indicated by the highest weighted mean of 3.73 and 3.66, both interpreted as Always Observed. This finding suggested that school heads were proactive in performing their supervisory responsibilities, particularly in monitoring instructional delivery and maintaining teaching quality. Regular classroom observations reflect a strong implementation of the DepEd’s Results-Based Performance Management System (RPMS) framework, which underscores the importance of consistent supervision in enhancing teacher competence and learner outcomes (Lopez, 2023). The frequency of observation also indicated that supervision was not merely a

compliance activity but part of a continuous improvement process that supported professional growth and instructional refinement (Reyes & Castillo, 2024).

On the other hand, the indicator that obtained the lowest weighted mean—I receive prior notice and clear objectives before classroom observations—with ratings of 3.21 and 3.23, interpreted as Often Observed, implied that some teachers were not consistently informed ahead of time about observation schedules or the specific objectives of the activity. This may reflect a need for more transparent and collaborative communication between school heads and teachers in conducting classroom observations. Providing clear objectives and advance notice helps teachers prepare adequately and align their instructional strategies with supervisory goals (Garcia & Dizon, 2022). When teachers understand the purpose and expectations of observation, it fosters trust, reduces anxiety, and enhances the developmental intent of supervision. Thus, while the overall results demonstrated effective classroom observation practices, strengthening pre-observation communication and goal setting could further improve supervisory effectiveness and teaching–learning performance.

Post Observation Feedback. This subsection presented the extent of school heads’ supervisory practices in terms of Post-Observation Feedback or Conference as perceived by the respondents. Post-observation feedback was a crucial component of instructional supervision, as it provided opportunities for school heads to discuss observation results, clarify expectations, and offer constructive guidance for professional growth. As reflected in Table 9, the data showed how effectively school heads conducted feedback sessions following classroom observations and how these interactions contributed to improving teaching performance. Through this process, teachers were able to reflect on their instructional strengths and areas for development based on the insights and recommendations provided by their supervisors (Lopez, 2023).

Effective post-observation conferences also encouraged open communication and collaboration between teachers and school heads, creating a supportive environment that nurtured trust and continuous improvement (Garcia & Dizon, 2022). When conducted systematically, feedback sessions became not only evaluative but also developmental, guiding teachers toward adopting more effective instructional strategies and classroom practices. Moreover, as Reyes and Castillo (2024) emphasized, timely and constructive feedback is instrumental in enhancing teacher motivation, self-efficacy, and responsiveness to learners’ needs.

Table 9. Post Observation Feedback

Post Observation Feedback	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. A post-conference is held after every classroom observation.	3.62	0.36	Always Observed	3.54	0.26	Always Observed
2. Feedback is constructive and highlights both strengths and areas for improvement.	3.51	0.24	Always Observed	3.50	0.37	Always Observed
3. The supervisor provides specific examples from the observation to clarify feedback.	3.50	0.41	Always Observed	3.57	0.29	Always Observed
4. I am encouraged to reflect on my	3.58	0.42	Always Observed	3.61	0.33	Always Observed

own teaching performance.						
5. The feedback session results in agreed action steps for improvement.	3.22	0.35	Often Observed	3.18	0.31	Often Observed
Average Weighted Mean	3.49	0.36	Always Observed	3.48	0.31	Always Observed

The findings presented in Table 9 revealed that the indicator which obtained the highest weighted mean was “A post-conference is held after every classroom observation”, with mean scores of 3.62 and 3.54, both interpreted as Always Observed. This result implied that school heads consistently conducted post-observation conferences as an integral part of their supervisory process. Regular feedback sessions signify a strong adherence to reflective supervision, allowing teachers to discuss their instructional strengths and areas for improvement in a professional and developmental manner (Lopez, 2023). The consistent conduct of post-observation conferences also indicated that school heads were providing the necessary guidance and support to ensure instructional practices were aligned with school goals and learner needs. Moreover, such consistent supervision reinforced collaboration, encouraged reflective teaching, and helped sustain a positive feedback culture within the school (Reyes & Castillo, 2024).

Conversely, the indicator that obtained the lowest weighted mean—“The feedback session results in agreed action steps for improvement”, with scores of 3.22 and 3.18, interpreted as Often Observed—suggested that while feedback was being provided, it was not always translated into concrete, actionable plans for instructional enhancement. This gap may indicate a need to strengthen the developmental aspect of supervision by ensuring that post-conference discussions lead to specific, measurable, and time-bound improvement goals. According to Garcia and Dizon (2022), feedback becomes most effective when it culminates in mutually agreed action steps that guide teachers in refining their pedagogical practices. Establishing follow-up mechanisms and clear improvement targets after each conference would therefore enhance the impact of supervision on teaching–learning performance. Overall, the results emphasized the importance of structured, action-oriented feedback sessions as a vital element of effective instructional supervision.

Technical Assistance and Coaching. This part presented the extent of school heads’ supervisory practices in terms of Technical Assistance and Coaching as perceived by the respondents. Technical assistance and coaching were essential supervisory functions designed to provide teachers with direct, targeted, and developmental support in addressing instructional challenges and improving pedagogical effectiveness. As reflected in Table 10, the data showed how school heads extended assistance to teachers through mentoring, sharing of best practices, and offering solutions to instructional concerns. These supervisory activities aimed to enhance teachers’ competence, confidence, and instructional decision-making, particularly in areas requiring improvement (Garcia & Dizon, 2022).

Table 10. Technical Assistance and Coaching

Technical Assistance and Coaching	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
The school head or supervisor provides technical assistance when I encounter challenges in teaching	3.34	0.34	Always Observed	3.52	0.28	Always Observed
I receive coaching	3.55	0.29	Always	3.50	0.45	Always

on effective teaching strategies suited for my learners			Observed			Observed
Supervisors demonstrate or model appropriate teaching techniques during coaching.	3.19	0.41	Often Observed	3.21	0.21	Often Observed
I am guided on how to differentiate instruction for slow and fast learners.	3.46	0.24	Always Observed	3.50	0.46	Always Observed
I am encouraged to innovate in teaching through varied methods or materials.	3.67	0.27	Always Observed	3.71	0.35	Always Observed
Average Weighted Mean	3.45	0.31	Always Observed	3.49	0.35	Always Observed

Providing consistent technical assistance ensured that supervision went beyond monitoring to become a collaborative process of professional development. Through coaching, school heads helped teachers reflect on their teaching practices, refine their instructional strategies, and apply innovative methods aligned with curriculum standards and learner needs (Lopez, 2023). As noted by Reyes and Castillo (2024), effective coaching promotes continuous learning, strengthens teacher motivation, and reinforces the link between quality supervision and improved teaching–learning performance. Thus, the extent to which technical assistance and coaching were implemented reflected how effectively school heads fulfilled their developmental role as instructional leaders.

The results in Table 10 revealed that the indicator which obtained the highest weighted mean was “I am encouraged to innovate in teaching through varied methods or materials,” with mean scores of 3.67 and 3.71, both interpreted as Always Observed. This finding indicated that school heads consistently encouraged teachers to explore diverse instructional approaches and integrate creative methods into their teaching. Such supervisory support for innovation reflects a developmental and empowering leadership style that promotes teacher autonomy, creativity, and responsiveness to learner needs (Garcia & Dizon, 2022). Encouraging instructional innovation also aligns with current educational reforms that emphasize learner-centered and flexible teaching strategies designed to improve learning outcomes (Lopez, 2023). This suggests that school heads were effectively fostering an environment that values experimentation, reflective practice, and continuous pedagogical improvement — key indicators of strong supervisory performance.

Conversely, the indicator that obtained the lowest weighted mean was “Supervisors demonstrate or model appropriate teaching techniques during coaching,” with mean scores of 3.19 and 3.21, both interpreted as Often Observed. This implies that while school heads provided technical assistance, they were less consistent in modeling instructional techniques or demonstrating best practices during coaching sessions. According to Reyes and Castillo (2024), effective coaching should not only focus on verbal feedback but also involve demonstration, modeling, and co-teaching strategies to help teachers concretely apply suggested improvements. The absence of consistent modeling may limit the depth of teachers’ professional learning and reduce the effectiveness of technical assistance. Therefore, to further strengthen supervisory practices and enhance teaching–learning performance, school heads should engage more actively in hands-on coaching approaches that include demonstration teaching, collaborative lesson planning, and guided practice.

Professional Development. This part presented the extent of school heads’ supervisory practices in terms of Professional Development and Training Support as perceived by the respondents. Professional development is a vital component of instructional supervision, as it ensures that teachers continuously enhance their pedagogical skills, content knowledge, and instructional competence. As reflected in Table 11, the data showed how school heads supported and facilitated professional development opportunities through in-service trainings, seminars, workshops, and mentoring programs. These activities aimed to strengthen teachers’ instructional capacity and align their practices with current educational standards and reforms (Garcia & Dizon, 2022).

Table 11. Professional Development

Professional Development	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. I am given opportunities to attend training or seminars.	3.31	0.37	Always Observed	3.46	0.45	Always Observed
2. The school encourages participation in Learning Action Cell (LAC) sessions	3.74	0.45	Always Observed	3.89	0.33	Always Observed
3. Supervisors provide support for continuous professional development.	3.17	0.37	Often Observed	3.20	0.21	Often Observed
4. Training programs are aligned with the actual needs of teachers	3.50	0.29	Always Observed	3.22	0.21	Often Observed
5. I am recognized for efforts to improve my instructional performance.	3.36	0.37	Always Observed	3.55	0.33	Always Observed
Average Weighted Mean	3.42	0.37	Always Observed	3.46	0.31	Always Observed

By providing access to relevant training, school heads fulfilled their supervisory role not only as evaluators but also as facilitators of teachers’ continuous learning. Effective supervision includes identifying teachers’ developmental needs and linking them with appropriate professional growth activities that promote innovation and reflective practice (Lopez, 2023). As noted by Reyes and Castillo (2024), professional development initiatives supported by supervisors cultivate a culture of collaboration, empowerment, and shared accountability among educators. Thus, the extent to which professional development and training support were provided reflected how school heads prioritized teacher growth as a central element of instructional improvement and enhanced teaching–learning performance.

The findings in Table 11 revealed that the indicator which obtained the highest weighted mean was “The school encourages participation in Learning Action Cell (LAC) sessions,” with mean scores of 3.74 and 3.89, both interpreted as Always Observed. This result implied that school heads highly prioritized the conduct of Learning Action Cells (LACs) as a core strategy for collaborative

professional learning among teachers. The consistent encouragement of participation in LAC sessions demonstrated that schools actively promoted reflective practice, peer sharing, and collective problem-solving as part of ongoing professional growth (Lopez, 2023). This aligns with the Department of Education’s (DepEd) emphasis on LACs as a venue for enhancing teacher quality and improving instructional delivery through collegial dialogue and experiential learning. Moreover, the active facilitation of LAC sessions by school heads reflects a strong supervisory culture that supports teacher empowerment, innovation, and sustained improvement in teaching–learning performance (Garcia & Dizon, 2022).

Conversely, the indicator with the lowest weighted mean was “Supervisors provide support for continuous professional development,” which obtained mean scores of 3.17 and 3.20, both interpreted as Often Observed. This finding suggests that while school heads encouraged participation in group-based learning activities, there was less consistent individualized support for teachers’ continuing education and advanced training. As Reyes and Castillo (2024) pointed out, sustained professional growth requires more than collective sessions—it involves mentorship, scholarship opportunities, and structured follow-up interventions tailored to specific teacher needs. The relatively lower mean may indicate gaps in supervisory follow-through or limited access to formal training resources beyond school-based initiatives. Therefore, strengthening supervisory mechanisms that provide personalized professional development support—such as coaching, study grants, or external seminar participation—could further enhance teachers’ instructional competencies and contribute to higher levels of teaching–learning effectiveness.

Monitoring and Evaluation. This part presented the extent of school heads’ supervisory practices in terms of Monitoring and Evaluation as perceived by the respondents. Monitoring and evaluation were vital components of instructional supervision, as they ensured that teaching standards, curriculum implementation, and performance objectives were consistently met. As reflected in Table 12, the data showed how school heads systematically monitored classroom instruction, assessed teachers’ performance, and utilized evaluation results to enhance instructional quality and professional growth. Through regular monitoring, school heads were able to identify strengths, address instructional gaps, and provide timely interventions that supported both teacher improvement and learner achievement (Lopez, 2023).

Table 12. Monitoring and Evaluation

Monitoring and Evaluation	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. The supervisor regularly checks my lesson plans and instructional materials.	3.43	0.25	Always Observed	3.46	0.26	Always Observed
2. Monitoring results are used to improve my future performance.	3.51	0.21	Always Observed	3.49	0.33	Always Observed
3. Follow-up supervision is conducted to check progress after assistance is given.	3.29	0.33	Always Observed	3.26	0.28	Always Observed
4. There is transparency in how my performance is rated.	3.50	0.45	Always Observed	3.35	0.25	Always Observed

5. Supervision is focused on professional growth, not fault-finding.	3.91	0.33	Always Observed	3.83	0.36	Always Observed
Average Weighted Mean	3.53	0.31	Always Observed	3.48	0.30	Always Observed

Effective monitoring and evaluation practices also reinforced accountability and data-driven decision-making in schools. By analyzing performance results and observation data, school heads were able to develop appropriate strategies for mentoring and capacity-building that aligned with institutional goals (Garcia & Dizon, 2022). Moreover, as Reyes and Castillo (2024) emphasized, consistent evaluation practices encouraged teachers to engage in self-reflection, maintain high teaching standards, and continuously strive for professional excellence. Thus, the degree to which monitoring and evaluation were implemented reflected the overall effectiveness of supervisory leadership in promoting improved teaching–learning performance.

The findings in Table 12 revealed that the indicator which obtained the highest weighted mean was “Supervision is focused on professional growth, not fault-finding,” with mean scores of 3.91 and 3.83, both interpreted as Always Observed. This result implied that school heads carried out supervision in a constructive and developmental manner rather than using it merely for evaluation or criticism. Such an approach reflects a positive supervisory culture centered on mentorship, reflection, and capacity-building rather than compliance (Lopez, 2023). A growth-oriented supervision process enhances teachers’ self-efficacy, openness to feedback, and willingness to innovate in instructional delivery. Moreover, when supervision is perceived as supportive, it promotes a sense of trust between school heads and teachers—fostering collaboration, reducing anxiety, and improving overall teaching–learning performance (Garcia & Dizon, 2022).

On the other hand, the indicator that obtained the lowest weighted mean was “Follow-up supervision is conducted to check progress after assistance is given,” with mean scores of 3.29 and 3.26, both interpreted as Always Observed. While this interpretation still indicates frequent implementation, the relatively lower scores suggest that follow-up monitoring may not be conducted as systematically or consistently as the initial supervision activities. According to Reyes and Castillo (2024), follow-up supervision is essential in ensuring the continuity of professional improvement, as it allows supervisors to assess whether feedback and interventions have been effectively applied in subsequent classroom practices. The lower ratings may indicate a need for stronger post-assistance monitoring and sustained mentoring to reinforce instructional changes. Strengthening this aspect of supervision would ensure that teacher development is not only initiated but also maintained, resulting in more consistent progress and long-term improvement in teaching quality and student outcomes.

Summary on the Level of Supervisory Practices. This section presented the summary of the level of school heads’ supervisory practices as perceived by the respondent groups. As reflected in Table 13, the data consolidated the results of the six key dimensions of supervision—Classroom Observation, Post-Observation Feedback/Conference, Technical Assistance and Coaching, Professional Development/Training Support, Monitoring and Evaluation, and Communication and Leadership Support. The overall summary provided a comprehensive view of how effectively school heads implemented supervisory functions in guiding teachers and improving instructional delivery. Summarizing these dimensions allowed for a clearer understanding of the collective impact of supervision on the overall quality of teaching–learning performance (Lopez, 2023).

The table highlighted the consistency of supervisory practices across all areas, showing how school heads maintained a developmental and supportive approach to instructional leadership. According to Garcia and Dizon (2022), such consistency in supervision promotes teacher growth, strengthens collaboration, and ensures that instructional standards are achieved. Hence, the summary served as an important basis for interpreting the general effectiveness of supervision and identifying areas that

may require further improvement to enhance teacher performance and learning outcomes (Reyes & Castillo, 2024).

Table 13. Summary on the Level of Supervisory Practices

Supervisory Practices	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. Classroom Observation	3.51	0.52	Always Observed	3.46	0.56	Always Observed
2. Post Observation Feedback	3.49	0.36	Always Observed	3.48	0.31	Always Observed
3. Technical Assistance and Coaching	3.45	0.31	Always Observed	3.49	0.35	Always Observed
4. Professional Development	3.42	0.37	Always Observed	3.46	0.31	Greater Extent
5. Monitoring and Evaluation	3.53	0.31	Always Observed	3.48	0.30	Always Observed
Average Weighted Mean	3.45	0.33	Always Observed	3.47	0.37	Always Observed

As reflected in Table 13, among all key dimensions of supervisory practices, Classroom Observation obtained the highest weighted mean, indicating that this area was the most consistently and effectively implemented by school heads. This finding suggested that supervisors gave significant attention to monitoring instructional delivery, providing constructive feedback, and ensuring that teaching practices were aligned with curriculum standards. The strong performance in this dimension reflected a developmental and responsive approach to supervision, where observation served as a tool for professional growth rather than mere compliance (Lopez, 2023). Regular and meaningful classroom observations allowed school heads to identify teachers’ strengths and instructional needs, which directly contributed to improved teaching performance and learner outcomes. This result supports the findings of Garcia and Dizon (2022), who emphasized that consistent observation enhances instructional quality and strengthens the connection between supervision and classroom effectiveness.

Conversely, the dimension with the lowest weighted mean was Professional Development/Training Support, suggesting that while teachers received supervision and feedback, opportunities for sustained and individualized professional growth were less frequently provided. This result implies that some school heads may have been limited by time, resources, or program availability in supporting continuous training and advanced learning for teachers. As Reyes and Castillo (2024) noted, ongoing professional development is essential for sustaining instructional improvement and adapting to evolving educational demands. The relatively lower rating in this area indicates a need for more proactive leadership in facilitating teacher training, mentoring, and external learning opportunities. Strengthening this aspect of supervision would ensure that teachers not only receive feedback but are also equipped with the knowledge, skills, and motivation to continuously enhance their teaching–learning performance.

Teaching – Learning Performance

This section presented the data on the level of teachers’ teaching–learning performance as perceived by the respondent groups. It aimed to determine the extent to which teachers demonstrated competence and effectiveness in the various dimensions of instructional delivery. Specifically, the analysis focused on five key areas: Lesson Planning and Preparation, Instructional Strategies and Delivery, Classroom Management, Learner Engagement, and Assessment and Evaluation Practices. These dimensions represented the essential components of teaching performance that directly

influence the quality of learning experiences and student outcomes. As reflected in the succeeding tables, the data provided insights into how teachers planned, implemented, and assessed instruction within the classroom setting.

Lesson Planning and Preparation. This subsection presented the level of teachers’ teaching–learning performance in terms of Lesson Planning and Preparation as perceived by the respondent groups. Lesson planning and preparation were considered fundamental aspects of effective teaching, as they provided the foundation for organized, coherent, and purposeful instruction. As reflected in Table 14, the data showed how teachers designed, structured, and aligned their lesson plans with the curriculum standards, learning competencies, and instructional goals. Well-prepared lesson plans ensured that teaching strategies, materials, and activities were appropriately selected to meet diverse learner needs and promote meaningful learning experiences (Lopez, 2023).

Table 14. Lesson Planning and Preparation

Lesson Planning and Preparation	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Prepares detailed and clear lesson plans aligned with curriculum standards.	3.78	0.25	Always	3.86	0.23	Always
Identifies specific learning objectives and expected outcomes.	3.49	0.21	Always	3.54	0.31	Always
Selects appropriate instructional materials and resources to support lessons.	3.13	0.23	Sometimes	3.07	0.29	Sometimes
Designs learning activities suitable for learners’ abilities and interests.	3.18	0.24	Sometimes	3.21	0.25	Sometimes
Integrates prior knowledge and new concepts effectively.	3.21	0.19	Sometimes	3.24	0.28	Sometimes
Average Weighted Mean	3.36	0.22	Always	3.38	0.27	Always

Legend

- 3.26 – 4.00 Always
- 2.51 – 3.25 Sometimes
- 1.76 – 2.50 Rarely
- 1.00 – 1.75 Seldom

Lesson planning also served as an indicator of teachers’ professional competence and instructional readiness. According to Garcia and Dizon (2022), effective planning allows teachers to anticipate learning challenges, integrate assessment methods, and manage classroom time efficiently. Moreover, consistent supervision and feedback from school heads played a vital role in improving lesson preparation, as teachers were guided to align their plans with best pedagogical practices and institutional expectations (Reyes & Castillo, 2024). Thus, the extent to which lesson planning and preparation were effectively carried out reflected not only teachers’ instructional proficiency but also the positive influence of supervisory practices on the overall quality of teaching–learning performance.

The results in Table 14 revealed that the indicator which obtained the highest weighted mean was prepares detailed and clear lesson plans aligned with curriculum standards, with mean scores of 3.78 and 3.86, both interpreted as Always. This indicated that teachers consistently demonstrated competence in organizing and preparing well-structured lessons that were aligned with the Department of Education’s prescribed curriculum standards. The high rating reflects teachers’ commitment to ensuring instructional coherence and goal-oriented teaching, which are essential for effective learning delivery. According to Lopez (2023), well-prepared lesson plans serve as a blueprint for quality instruction, ensuring that teaching objectives, strategies, and assessments are appropriately connected. Furthermore, this finding suggests that supervisory practices, such as classroom observation and feedback, likely contributed to teachers’ improved ability to plan systematically and align lessons with learning competencies (Garcia & Dizon, 2022).

On the other hand, the indicator that obtained the lowest weighted mean was selects appropriate instructional materials and resources to support lessons, with mean scores of 3.13 and 3.07, both interpreted as Sometimes. This finding implied that while teachers were able to prepare detailed lesson plans, there were challenges in consistently integrating suitable instructional materials and learning resources. Limited access to updated or varied teaching materials, particularly in resource-constrained schools, may have affected this aspect of lesson planning. As Reyes and Castillo (2024) emphasized, the effective selection and utilization of instructional resources are critical in enhancing learner engagement and understanding. The relatively lower scores suggest the need for strengthened supervisory support in guiding teachers to identify, develop, and adapt instructional materials appropriate to their learners’ contexts. Enhancing this component through technical assistance and training would further improve the overall quality of lesson planning and contribute to more effective teaching–learning performance.

Instructional Strategies and Delivery. This part presented the level of teachers’ teaching–learning performance in terms of Instructional Strategies and Delivery as perceived by the respondent groups. Instructional strategies and delivery referred to the methods and approaches teachers used to facilitate learning, promote engagement, and ensure that lesson objectives were achieved effectively.

As reflected in Table 15, the data showed how teachers implemented varied instructional approaches, integrated appropriate methodologies, and adapted their teaching delivery to accommodate learners’ needs and learning styles. Effective instructional delivery required teachers to apply both pedagogical knowledge and creativity in managing lessons and sustaining learner interest (Lopez, 2023). This component was closely linked to supervisory practices, as classroom observations and coaching sessions provided opportunities for school heads to assess and enhance the quality of instructional delivery. According to Garcia and Dizon (2022), effective supervision helps teachers adopt more learner-centered approaches and refine their instructional techniques based on feedback and professional support.

Table 15. Instructional Strategies and Delivery

Instructional Strategies and Delivery	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Uses varied and developmentally appropriate teaching strategies.	3.86	0.34	Always	3.83	0.36	Always
Provides clear explanations and step-by-step demonstrations in lessons.	3.49	0.22	Always	3.51	0.24	Always
Encourages active	3.34	0.29	Always	3.37	0.33	Always

participation through questioning and discussion.						
Uses real-life examples and manipulatives to enhance concept understanding.	3.32	0.28	Always	3.29	0.27	Always
Adapts teaching methods to address learners' diverse learning styles.	3.41	0.32	Always	3.45	0.37	Always
Average Weighted Mean	3.48	0.29	Always	3.49	0.31	Always

Likewise, Reyes and Castillo (2024) noted that diverse and responsive teaching strategies promote deeper understanding, critical thinking, and improved learning outcomes. Thus, the extent to which instructional strategies and delivery were effectively implemented reflected both the teachers' instructional competence and the impact of supervisory interventions on the overall quality of teaching–learning performance.

The findings in Table 15 revealed that the indicator which obtained the highest weighted mean was “Uses varied and developmentally appropriate teaching strategies, with mean scores of 3.86 and 3.83, both interpreted as Always. This indicated that teachers consistently applied a range of instructional approaches suitable to the learners' developmental levels, abilities, and learning styles. Such practice reflects a high degree of instructional adaptability and creativity, which are essential in promoting meaningful learning and learner engagement. According to Lopez (2023), teachers who employ varied teaching strategies demonstrate stronger pedagogical competence and are better able to address learners' individual needs and preferences. This result also suggested that school heads' supervisory practices—particularly through classroom observation, coaching, and feedback—effectively guided teachers in diversifying their instructional delivery. Consistent supervision, as noted by Garcia and Dizon (2022), reinforces the application of differentiated teaching strategies that lead to improved student participation and performance.

On the other hand, the indicator with the lowest weighted mean was uses real-life examples and manipulatives to enhance concept understanding, with mean scores of 3.32 and 3.29, both interpreted as Always. Although still within the “Always” range, the slightly lower mean values implied that teachers needed further enhancement in applying contextualized and hands-on learning approaches. The use of real-life examples and manipulatives is critical in promoting conceptual understanding, particularly in subjects like and Science, where abstract concepts are common. As Reyes and Castillo (2024) emphasized, contextualized instruction bridges the gap between theory and practice, making learning more relevant and meaningful for students. The results, therefore, suggest that while teachers effectively utilized varied strategies, additional supervisory focus and professional development may be required to strengthen the integration of experiential and applied learning techniques in classroom instruction. Enhancing this aspect through targeted training and coaching could further elevate the overall quality of teaching–learning performance. Moreover, sustained supervisory support and regular follow-up evaluations would help ensure that the strategies learned are effectively implemented in the classroom, leading to consistent instructional improvement.

Classroom Management. This part presented the level of teachers' teaching–learning performance in terms of Classroom Management as perceived by the respondent groups. Classroom management was recognized as a fundamental aspect of effective teaching, as it ensured that learning took place in an organized, disciplined, and supportive environment. As reflected in Table 16, the data showed how teachers established routines, maintained positive classroom behavior, and implemented

management strategies conducive to active learning. Effective classroom management promoted learner engagement, minimized disruptions, and created a climate where students could thrive academically and socially (Lopez, 2023).

Supervisory practices played a crucial role in strengthening teachers’ classroom management competencies. Through classroom observations, mentoring, and feedback, school heads were able to help teachers refine their management techniques and implement strategies that fostered order and inclusivity in the classroom (Garcia & Dizon, 2022).

Table 16. Classroom Management

Classroom Management	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
➤ Maintains discipline through positive and proactive strategies.	3.28	0.31	Always	3.36	0.34	Always
➤ Establishes clear routines and classroom expectations.	3.53	0.27	Always	3.49	0.29	Always
➤ Organizes classroom layout to promote effective interaction and learning.	3.37	0.29	Always	3.46	0.32	Always
➤ Maximizes instructional time by minimizing disruptions.	3.85	0.23	Always	3.79	0.26	Always
➤ Handles learner misbehavior with fairness and consistency.	3.44	0.25	Always	3.48	0.23	Always
Average Weighted Mean	3.49	0.27	Always	3.52	0.29	Always

Moreover, as Reyes and Castillo (2024) emphasized, effective classroom management reflects not only a teacher’s disciplinary skills but also their ability to create a safe, respectful, and motivating learning environment. Thus, the extent to which classroom management was effectively implemented demonstrated both the teachers’ professional competence and the positive influence of supportive supervision on the overall teaching–learning performance.

The results in Table 16 revealed that the indicator which obtained the highest weighted mean was maximizes instructional time by minimizing disruptions, with mean scores of 3.85 and 3.79, both interpreted as Always. This finding indicated that teachers were highly competent in maintaining order and ensuring that classroom activities proceeded efficiently. The ability to maximize instructional time reflects effective classroom routines, strong management strategies, and a clear focus on learning goals. According to Lopez (2023), effective use of instructional time is a hallmark of well-managed classrooms, as it allows teachers to deliver lessons smoothly while maintaining learner engagement and productivity. The high ratings in this area also suggest that supervisory guidance—particularly through classroom observations and mentoring—successfully reinforced

teachers ability to create organized learning environments that support both academic performance and positive behavior (Garcia & Dizon, 2022).

On the other hand, the indicator that obtained the lowest weighted mean was maintains discipline through positive and proactive strategies, with mean scores of 3.28 and 3.36, interpreted as Often Observed. Although classroom discipline was generally upheld, the relatively lower scores imply that teachers may rely more on corrective rather than proactive approaches to behavior management. As Reyes and Castillo (2024) emphasized, positive discipline strategies—such as reinforcing desirable behaviors, setting clear expectations, and fostering student accountability—are more effective in sustaining long-term behavioral improvements and creating a supportive classroom climate. This result highlights the need for supervisory interventions focused on promoting positive discipline techniques through coaching, workshops, and modeling. Enhancing this aspect through targeted training and coaching could further elevate the overall quality of teaching–learning performance. Moreover, sustained supervisory support and regular follow-up evaluations would help ensure that these strategies are effectively implemented, leading to consistent classroom harmony and improved student engagement.

Learner Engagement. This part presented the level of teachers teaching–learning performance in terms of Learner Engagement as perceived by the respondent groups. Learner engagement was a critical dimension of instructional performance, as it reflected how effectively teachers motivated students, sustained their interest, and promoted active participation in classroom activities. As reflected in Table 17, the data showed how teachers encouraged collaboration, inquiry, and critical thinking to make learning meaningful and interactive. High levels of learner engagement indicated that teachers were able to create positive learning environments where students became active participants rather than passive recipients of knowledge (Lopez, 2023).

Supervisory practices played an important role in strengthening teachers’ ability to facilitate learner engagement. Through observation and coaching, school heads were able to provide feedback on strategies that fostered motivation, inclusivity, and differentiated instruction (Garcia & Dizon, 2022). Engaged learners are more likely to achieve better academic outcomes, develop higher order thinking skills, and exhibit positive attitudes toward learning. As Reyes and Castillo (2024) noted, learner engagement is a direct indicator of effective teaching performance and a responsive supervisory culture. Thus, the extent to which learner engagement was demonstrated reflected both teachers professional competence and the developmental impact of consistent supervision on overall teaching–learning performance.

Table 17. Learner Engagement

Learner Engagement	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Encourages learners to participate in class discussions and problem-solving tasks.	3.42	0.31	Always	3.45	0.39	Always
Provides opportunities for collaborative or group activities.	3.63	0.35	Always	3.51	0.30	Always
Uses motivational strategies and reinforcement to sustain learners’ interest.	3.51	0.38	Always	3.49	0.32	Always
Recognizes and	3.91	0.37	Always	3.84	0.36	Always

praises learners' efforts and accomplishments.						
Promotes an inclusive environment that supports every learner's participation.	3.62	0.34	Always	3.48	0.26	Always
Average Weighted Mean	3.60	0.36	Always	3.53	0.32	Always

The results in Table 17 revealed that the indicator which obtained the highest weighted mean was recognizes and praises learners efforts and accomplishments, with mean scores of 3.91 and 3.84, both interpreted as Always. This finding indicated that teachers consistently acknowledged and reinforced learners' achievements, which contributed to a supportive and motivating classroom environment. Recognition and praise are key elements of positive reinforcement that enhance students' confidence, sense of belonging, and intrinsic motivation to learn. According to Lopez (2023), teachers who provide consistent encouragement help develop student's self-efficacy and sustain their engagement in learning activities. This result also reflected the effectiveness of supervisory practices in promoting learner-centered teaching, where school heads emphasize the importance of emotional and motivational support as part of effective instruction (Garcia & Dizon, 2022).

Meanwhile, the indicator that obtained the lowest weighted mean was "Encourages learners to participate in class discussions and problem-solving tasks", with mean scores of 3.42 and 3.45, also interpreted as Always. Although this interpretation still reflected frequent implementation, the relatively lower mean suggested that some teachers may need to strengthen interactive and participatory learning activities in their classrooms. Encouraging active participation is essential for developing students critical thinking, collaboration, and problem-solving skills, particularly in higher-order learning contexts (Reyes & Castillo, 2024). The result implies a need for enhanced supervisory support focused on developing teachers' facilitation skills and use of inquiry-based and cooperative learning strategies. By providing targeted coaching and modeling of interactive instructional techniques, school heads can further improve learner participation and ensure that engagement is both active and sustained. Strengthening this aspect through continuous mentoring and professional development would contribute to higher levels of teaching-learning performance and deeper student learning outcomes.

Assessment and Evaluation Practices. This part presented the level of teachers teaching-learning performance in terms of Assessment and Evaluation Practices as perceived by the respondent groups. Assessment and evaluation are essential components of the teaching-learning process, as they provide a basis for measuring learner progress, determining the effectiveness of instruction, and guiding future learning interventions. As reflected in Table 18, the data showed how teachers designed, implemented, and utilized various assessment tools and strategies to monitor student performance and learning outcomes. Effective assessment practices provided fair, constructive feedback, helping teachers and students reflect on learning goals and achievements (Lopez, 2023).

Table 18. Assessment and Evaluation Practices

Assessment and Evaluation Practices	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Utilizes formative and summative assessments aligned	3.46	0.32	Always	3.45	0.37	Always

with learning objectives.						
Provides timely and constructive feedback to learners.	3.24	0.28	Sometimes	3.21	0.35	Sometimes
Records and monitors learners' progress accurately.	3.63	0.38	Always	3.75	0.32	Always
Uses assessment results to improve instruction and address learning gaps.	3.85	0.36	Always	3.92	0.38	Always
Designs performance-based tasks that measure higher-order thinking skills.	3.45	0.35	Always	3.48	0.24	Always
Average Weighted Mean	3.53	0.34	Always	3.56	0.33	Always

Supervisory practices had a significant influence on the effectiveness of teachers' assessment and evaluation performance. Through classroom observation, technical assistance, and mentoring, school heads guided teachers in aligning their assessment methods with curriculum standards and performance indicators (Garcia & Dizon, 2022). Furthermore, as Reyes and Castillo (2024) emphasized, quality assessment practices promote accountability, data-driven instruction, and evidence-based decision-making in the classroom. Thus, the extent to which assessment and evaluation were effectively carried out reflected not only teachers' professional competence but also the positive impact of consistent and developmental supervision on the overall teaching–learning performance.

The findings in Table 18 revealed that the indicator which obtained the highest weighted mean was uses assessment results to improve instruction and address learning gaps, with mean scores of 3.85 and 3.92, both interpreted as Always. This indicated that teachers consistently analyzed and utilized assessment data to inform instructional decisions, modify lesson plans, and provide appropriate interventions to support student learning. The result highlights teachers' ability to apply formative and summative assessment outcomes as tools for reflective practice and instructional improvement. According to Lopez (2023), data-driven instruction enables teachers to identify students' strengths and weaknesses, making learning more responsive and effective. This finding also suggests that supervisory guidance helped reinforce the importance of assessment-based planning and the use of learner performance data as a foundation for instructional decision-making (Garcia & Dizon, 2022).

On the other hand, the indicator that obtained the lowest weighted mean was gives timely and constructive feedback, with mean scores of 3.24 and 3.23, both interpreted as Sometimes or Proficient. This implies that although teachers conducted assessments effectively, feedback to students was not consistently delivered promptly or in a manner that maximized its developmental value. As Reyes and Castillo (2024) emphasized, timely and constructive feedback plays a crucial role in promoting student self-regulation, motivation, and improvement in performance. The relatively lower mean suggests that some teachers may require additional supervisory support in developing strategies for providing specific, actionable, and timely feedback. Strengthening this aspect through targeted coaching, training, and performance monitoring would not only enhance assessment literacy but also improve learners' engagement and achievement. Fostering a culture of consistent feedback, guided by supervisory best practices, could further elevate the overall quality of teaching–learning performance.

Summary on the Level of Teacher – Learning Performance. This section presented the summary of the level of teachers’ teaching–learning performance as perceived by both school heads and teachers. As reflected in Table 19, the data summarized the results of the five key dimensions of instructional performance, namely: Lesson Planning and Preparation, Instructional Strategies and Delivery, Classroom Management, Learner Engagement, and Assessment and Evaluation Practices. The summary provided an overall view of how effectively teachers demonstrated competence across the major components of teaching performance and how these practices contributed to the achievement of learning outcomes. By consolidating the results of each dimension, the table offered a comprehensive understanding of the teachers’ overall instructional effectiveness and professional capability (Lopez, 2023).

Table 19. Summary on the Level of Teaching – Learning Performance

Teaching - Learning Performance Domains	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. Lesson Planning and Preparation	3.36	0.22	Always	3.38	0.34	Always
2. Instructional Strategies and Delivery	3.48	0.29	Always	3.49	0.31	Always
3. Classroom Management	3.49	0.27	Always	3.52	0.29	Always
4. Learner Engagement	3.60	0.36	Always	3.53	0.32	Always
5. Assessment and Evaluation Practices	3.53	0.34	Always	3.56	0.33	Always
Average Weighted Mean	3.49	0.30	Always	3.50	0.32	Always

Furthermore, the summary reflected how teachers’ instructional performance was influenced by the quality of supervision they received. Supervisory practices such as classroom observation, post-observation feedback, coaching, and professional development were instrumental in enhancing teachers’ planning, delivery, and assessment skills (Garcia & Dizon, 2022). As noted by Reyes and Castillo (2024), strong teaching performance is often associated with consistent, supportive, and developmental supervision that fosters reflection, innovation, and collaboration among educators. Thus, the results presented in Table 19 served as a key basis for understanding the overall effectiveness of the teaching–learning process and its relationship with the supervisory practices of school heads.

The results in Table 19 revealed that among the five key dimensions of teaching–learning performance, Learner Engagement obtained the highest weighted mean as perceived by both school heads and teachers. This indicated that teachers consistently fostered interactive, participatory, and motivating learning environments where students were encouraged to take an active role in the learning process. The high level of learner engagement reflected teachers’ ability to create classroom experiences that promoted collaboration, curiosity, and deeper understanding. According to Lopez (2023), strong learner engagement is a hallmark of effective teaching, as it sustains students’ interest, enhances retention, and leads to improved academic performance. The result also suggested that supervisory practices—particularly observation, coaching, and feedback—successfully guided teachers in employing strategies that encouraged active learning and student involvement (Garcia & Dizon, 2022).

Conversely, Lesson Planning and Preparation obtained the lowest weighted mean among the five dimensions. This finding implied that while teachers demonstrated proficiency in instructional delivery and learner engagement, there remained a need to strengthen systematic lesson planning

and the effective selection of instructional materials. As Reyes and Castillo (2024) emphasized, lesson planning serves as the foundation of quality teaching, ensuring that learning objectives, content, and strategies are well-aligned. The relatively lower mean suggests that some teachers may benefit from additional supervisory support focused on planning, resource development, and curriculum alignment. Enhancing this area through targeted coaching, professional development sessions, and continuous feedback would help teachers improve instructional organization and efficiency. Overall, the results underscored that effective supervision contributes significantly to improving both lesson preparation and learner engagement, thereby elevating the overall quality of teaching–learning performance.

SIGNIFICANT RELATIONSHIP

This section presented the analysis of the significant relationship between supervisory practices of school heads and the teaching–learning performance of teachers as shown in Table 20. The purpose of this analysis was to determine whether the extent of supervisory practices was significantly related to the level of teachers’ instructional performance across the different domains. Establishing this relationship was essential in understanding how school heads’ leadership and supervision influenced teachers’ professional competence and the overall quality of classroom instruction. As reflected in Table 20, the data examined the correlation between the major dimensions of supervision—such as classroom observation, feedback and conferencing, technical assistance, professional development, monitoring and evaluation, and communication support—and the corresponding aspects of teaching performance, including lesson planning, instructional delivery, classroom management, learner engagement, and assessment practices.

According to Lopez (2023), effective supervision directly contributes to improved teaching practices by fostering reflective teaching, professional growth, and accountability. Likewise, Garcia and Dizon (2022) emphasized that consistent, supportive, and data-driven supervision helps teachers align instructional strategies with educational standards and student needs. The correlation results therefore provided empirical evidence on how supervisory interventions influenced teachers’ ability to plan, deliver, and assess instruction effectively. As Reyes and Castillo (2024) noted, a strong and significant relationship between supervision and teaching performance underscores the crucial role of school heads as instructional leaders in promoting excellence in teaching and learning.

Table 20. Supervisory Practices and Teaching – Learning Performance

	Computed r – value	Critical p – value	Decision on Ho	Interpretation
Supervisory Practices and Teaching – Learning Performance	0.721	0.018	Reject Ho	Significant

@ 0.05 level of significance

As reflected in Table 20, the computed r–value of 0.721 indicated a strong positive correlation between supervisory practices and teaching–learning performance. The computed p–value of 0.018, which was lower than the 0.05 level of significance, led to the rejection of the null hypothesis (Ho). This finding confirmed that there was a significant relationship between the extent of supervision exercised by school heads and the overall teaching–learning performance of teachers. The positive correlation suggested that higher levels of supervision, particularly those that are consistent, supportive, and developmental, were associated with better instructional performance among teachers.

This result corroborated the findings of Lopez (2023), who noted that effective instructional supervision fosters teacher growth through reflective practice, goal-setting, and professional feedback. Similarly, Garcia and Dizon (2022) emphasized that supervision rooted in mentoring and coaching directly enhances teachers’ pedagogical skills, classroom management, and assessment literacy. As supported by Reyes and Castillo (2024), schools with strong and developmental supervisory systems demonstrate higher teacher motivation, accountability, and teaching quality.

Therefore, the significant relationship between supervisory practices and teaching–learning performance confirmed that effective leadership and supervision are critical in sustaining professional growth, instructional improvement, and positive learner outcomes.

CHAPTER 3

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATION

This chapter presented the summary, findings, conclusions, and recommendations of the study. The summary restated the main research problem and its corresponding sub-problems, providing a concise overview of the study’s scope, objectives, respondents, methods, and key variables. It highlighted the relationship between supervisory practices of school heads and the teaching–learning performance of teachers, serving as the foundation for interpreting the results. The findings were derived from the data gathered, analyzed, and interpreted in the preceding chapter, reflecting the actual conditions, perceptions, and relationships identified in the study. These findings provided empirical evidence on how supervisory dimensions such as classroom observation, post-observation feedback, technical assistance, and professional development influenced teachers’ instructional performance. Based on these findings, conclusions were drawn to directly address the stated research questions and objectives, emphasizing the significance of effective supervision in promoting instructional excellence and teacher development.

SUMMARY

The study aimed to determine the significant relationship between the supervisory practices of school heads and the teaching–learning performance of teachers. It covered the respondents’ demographic and professional profiles, the extent of supervisory practices as perceived by both school heads and teachers, the level of teachers’ teaching–learning performance, and the relationship between these two major variables. The respondents consisted of school heads and teachers who provided essential data through a structured survey questionnaire. Statistical tools such as weighted mean and t test were used to analyze the data.

FINDINGS

Findings revealed that in terms of profile, the majority of respondents were within the age range of 31–40 years old, predominantly female, and married. Most respondents held a master’s degree and had 11 to 15 years of teaching or supervisory experience. Their most recent performance ratings were generally Outstanding, and they had participated in trainings and seminars at various levels, indicating a highly qualified and professionally active teaching workforce.

As to the extent of school heads’ supervisory practices, results showed a high level of implementation across five domains: Classroom Observation, Post-Observation Feedback/Conference, Technical Assistance and Coaching, Professional Development/Training Support, and Monitoring and Evaluation. Among these, Classroom Observation obtained the highest weighted mean, suggesting that school heads consistently monitored instructional delivery and provided timely feedback that improved teaching performance. Conversely, Professional Development and Training Support received the lowest weighted mean, implying that opportunities for continuous learning and capacity-building for teachers were less frequently provided or monitored.

Regarding the level of teachers’ teaching–learning performance, results indicated a high level of effectiveness across all five domains: lesson planning and preparation, instructional strategies and delivery, classroom management, learner engagement, and assessment and evaluation practices. The dimension of learner engagement obtained the highest weighted mean, signifying that teachers effectively fostered active participation and motivation among students. Meanwhile, lesson planning and preparation received the lowest weighted mean, indicating that while teachers demonstrated competence in instruction and management, some required further support in aligning lesson plans with instructional materials and learning objectives.

CONCLUSION

Based on the primary findings of the study, it was concluded that there was a significant relationship between the level of supervisory practices of school heads and the level of teaching - learning performance.

RECOMMENDATION

It was recommended that the Supervisory Practices in Teaching–Learning Enhancement Plan developed from the results of this study be adopted and implemented by school heads to strengthen instructional supervision. The plan should focus on improving the consistency, quality, and developmental nature of supervisory practices to enhance teachers’ professional growth and classroom performance.

CHAPTER 4

OUTPUT OF THE STUDY

RATIONALE

The Supervisory Practices in Teaching–Learning Enhancement Plan was developed based on the findings of the study, which revealed that while supervisory practices among school heads were generally well-implemented, areas such as professional development and training support, lesson planning and preparation, and post-observation feedback required further strengthening. This plan serves as a comprehensive guide for improving instructional supervision and teacher performance through structured, developmental, and data-driven approaches. It is anchored on the principles of the Philippine Professional Standards for Teachers (PPST) and the Department of Education (DepEd) Results-Based Performance Management System (RPMS) framework.

The overall objective of the plan is to enhance the quality of teaching and learning through the effective implementation of supervisory practices. Specifically, it focuses on:

1. Improve the instructional competence and pedagogical skills of teachers through consistent supervision and mentoring;
2. Strengthen feedback mechanisms and coaching after classroom observations to promote reflective and collaborative improvement;
3. Provide opportunities for sustained professional growth through continuous learning and training programs.

SUPERVISORY PRACTICES IN TEACHING – LEARNING ENHANCEMENT PLAN

JOVELYN W. NARABE

SUPERVISORY PRACTICES IN TEACHING–LEARNING ENHANCEMENT PLAN

Area of Concern	Objectives	Strategies	Description	Budget	Budget Source	Time Frame	Implementors	Evaluative Measures	Remarks
Area of Concern	Objectives	Strategies	Description	Budget (₱)	Budget Source	Time Frame	Implementors	Evaluative Measures / Remarks	Area of Concern
Classroom Observation	Enhance effectiveness of classroom supervision and promote instructional excellence.	Conduct regular and scheduled classroom observations followed by immediate post-conferences.	School heads will implement systematic classroom observations using standard observation tools aligned with PPST indicators.	15,000	MOOE / School Funds	Quarterly	School Heads, Master Teachers	Observation reports, feedback forms, improved teaching performance ratings.	Classroom Observation
Post-Observation Feedback	Improve quality of feedback	Conduct structured feedback	Use evidence-based	15,000	Division Funds /	Quarterly	School Heads, Master	Coaching logs, post-conference	Post-Observation Feedback

and Coaching	and mentoring after classroom observations.	sessions and peer coaching.	feedback emphasizing strengths and areas for improvement, developing action plans collaboratively.		School MOOE		Teachers	summaries, teacher reflections.	and Coaching
Professional Development and Training Support	Enhance teachers' pedagogical skills and update professional knowledge.	Organize INSETs, LAC sessions, and external seminar participation.	Professional development activities target lesson planning, instructional strategies, and assessment literacy based on supervisory findings.	30,000	Division / Regional Office / School MOOE	Semi-Annual	School Heads, Department Heads, LAC Coordinators	Attendance records, post-training evaluations, improvement in lesson plans.	Professional Development and Training Support
Monitoring and Evaluation	Ensure continuous improvement of teachers based on supervisory follow-up.	Conduct periodic monitoring and evaluation of teaching performance.	Perform follow-up visits and use observation data to assess improvement and provide continuous assistance.	10,000	School MOOE	Quarterly	School Heads, Department Heads	Monitoring reports, performance appraisal data, teacher feedback.	Monitoring and Evaluation
Lesson Planning and Preparation	Strengthen teachers' ability to design and align lesson plans with curriculum standards.	Provide training workshops on lesson design and instructional material development.	Guide teachers on aligning lesson objectives, content, and assessments using sample templates and peer reviews.	10,000	Division INSET / School MOOE	Quarterly	School Heads, Master Teachers	Lesson plan checks, classroom observation alignment, improved learner outcomes.	Lesson Planning and Preparation

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24. Empowering Educators: Enhancing Critical and Creative Thinking Through Effective Teaching Strategies, Department of Education Schools Division of Mandaue City, June 02-06,2025, 40hrs
25. Empowering Master Teachers: Enhancing Leadership and Instructional Excellence, Department of Education Schools Division of Mandaue City, December 02-04,2024, 24hrs
26. S.Y 2024-2025 Midyear In-Service Training for Teachers on Retooling of Professional Teachers on Strategies and Pedagogical Approaches In Teaching
27. November 25-29,2024, Department of Education Schools Division of Mandaue City, 40hrs
Division Workshop on The Redevelopment of The SIP For CY 2023-2028 October 16-18,2024, Department of Education Schools Division of Mandaue City 24hrs
28. International Training on Philanthropic Leadership In Action: Social Responsibilities at The Time of Crisis, Philippine Continuing Professional Development Training Center, July 23-24, 2024,16hrs
29. National and Specialized Skills Training on The Fundamentals of Digital Literacy and Artificial Intelligence For Educators, Philippine Continuing Professional Development Training Center July 13-14,2024 16hrs
30. Mid-Year Performance Review and Evaluation and School Based In-Service Training for Teachers (Inset) For Sy 2023-2024, Philippine Continuing Professional Development Training Center, January 24-30,2024, 40hrs
31. School – Based Mid-Year In-Service Training (Inset) For Teachers: Reviewing IPCRF, Learning Inclusive Education, Financial Literacy And Teaching Strategies, Philippine Continuing Professional Development Training Center, February 6-10,2023, 40hrs