

Supervisory Practices of School Heads and Their Relationship to Teachers' Instructional Performance in the Division of Tangub City

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Abstract— Effective school leadership plays a critical role in shaping teachers' instructional performance and overall educational quality. This study examined the relationship between the supervisory practices of school heads and the instructional performance of teachers in the Division of Tangub City using a descriptive-correlational research design. The research aimed to describe the levels of supervisory practices and instructional performance and determine the strength of their relationship. The study was conducted in selected public elementary and secondary schools, with 103 teachers as respondents, chosen through stratified random sampling to ensure proportional representation. Data were collected using a researcher-made structured questionnaire covering supervisory practices (observation, feedback, mentoring, monitoring) and teachers' instructional performance (planning, teaching, management, assessment). Responses were analyzed using weighted mean, standard deviation, and Pearson r correlation coefficient. Findings revealed that teachers generally perceive the supervisory practices of their school heads positively, with monitoring rated Very High and observation, feedback, and mentoring rated High. Teachers' instructional performance was also found to be High overall, with planning and management rated Very High. Results further indicated a strong and statistically significant positive relationship between the supervisory practices of school heads and teachers' instructional performance, suggesting that effective supervision enhances lesson planning, teaching delivery, classroom management, and assessment practices. The study concludes that the quality and consistency of school leadership directly influence instructional effectiveness and professional growth. These findings underscore the importance of structured and supportive supervisory practices in improving educational outcomes and teacher performance.

Keywords— supervisory practices, instructional performance, school heads, teachers, classroom management, teacher development.

INTRODUCTION

Supervisory practices may be instrumental in raising the instructional performance of the teachers since proper guidance and support of the school heads can directly influence instructional planning and classroom management, lesson strategies, and student evaluation. When applied to the situation of public schools in Tangub City, the perception of the way observation, feedback, mentoring, and monitoring are produced can give us an idea about the quality of the supervision and the level of its impact on the performance of the teachers. When teachers are provided with structured and constant assistance, they are more likely to be able to cope with the challenges in the classroom and enhance the learning outcomes.

Recent researches adhere to the role that effective school head supervision can play in enhancing the performance of teachers. Pinto-Santos and Reyes (2022) claim that structured observation and feedback have a positive impact on teachers as the way they teach and interact in

the classroom. The school heads highlighted in the study by Cruz (2023) motivated the development of the professional competencies and the employed mentoring system encourages the continuous development of the teacher. Also, Sitali (2022) emphasized that the habitual monitoring and direction of school administrators are associated with enhanced practices of lesson delivery, classroom control, and testing students. These studies emphasize the importance of supervisory practices of school heads in supporting teacher development and improving the quality of instruction in schools.

Although there is existing research, there is still a gap in the literature of the localized adoption and efficacy of supervisory practices in particular school divisions, including Tangub City. Earlier research tended to concentrate on work done on general teacher performance, but not in terms of linkages to observation, feedback, mentoring, and monitoring activities of school heads. Additionally, there is a scarcity of studies that involve the views of teachers regarding the impact of

these practices on their day-to-day instructional duties, which makes it necessary to conduct a specific study that would assess both supervisory practices and teacher performance within a correlated context.

This research seeks to establish the supervisory behaviors of school heads and how they relate to the instructional performance of teachers in the Division of Tangub City in the school year 2023 2024. In particular, it aims at determining the level of observation, feedback, mentoring, and monitoring of school heads and the performance of teachers in planning, teaching, management, and assessment. The study aims to offer actionable suggestions by analyzing the relationship between supervision and instructional outcomes, and these may be used by school leaders to improve the quality of teaching and the quality of education in general.

II. RESEARCH METHODOLOGY

Research Design

A descriptive-correlational research design was used in this research. This design is suitable since it would allow the researcher to explain the present state of supervisory practices of school heads and the instructional performance of teachers as well as to establish whether there is a significant correlation between the two variables. The researcher does not control the variables but observes and measures them when they occur naturally as opposed to experimental designs. Creswell (2014) notes that descriptive-correlational design would be appropriate in situations where one aims to establish the patterns, trends, and relationships among variables in a real-life context, which is why it is best in examining how school head supervision can impact teacher performance.

Research Setting

The study was conducted in the Division of Tangub City, focusing on selected public elementary and secondary schools. These schools were selected as they are run under school heads whose practices of supervision are of interest in this study. The environment also enabled a wide sampling of teachers of different grade levels and subjects and, therefore, the gathered information is the true reflection of the practices in instruction and the supervision relationships in the division. The application of the study in such setting offered a realistic and applicable setting to studying the relationship between supervisory practices and the performance of teachers in instructing students.

Research Respondents

The study respondents were elementary and secondary school teachers in the Division of Tangub City who were under the supervision of school heads. Stratified random sampling was used in selecting the 103 teachers to ensure that there was proportional representation of the teachers in terms of grade level and schools. This sampling method enabled the research to sample both elementary and secondary levels of respondents so that the research findings represent an overall picture of the supervisory practices and instructions performance in the division.

Research Instrument

A structured questionnaire designed by the researcher was used to gather data from elementary and secondary school teachers in the Division of Tangub City. The instrument was divided into three sections namely: (1) Respondents Profile, (2) Supervisory practices of school head (Observation, feedback, mentoring, monitoring), and (3) instructional performance of teachers (Planning, teaching, management, assessment). The level of supervisory practices and instructional performance was measured by rating all the items on a 4-point Likert scale (1 = Never, 4 = Always).

Validity of Instrument

A group of experts in educational administration and teaching practice were involved in the content validation of questionnaire. Their response made sure that the items were easily comprehensible, relevant and measured the supervisory practices of school heads and instructional performance of teachers in a satisfactory manner. The ideas and suggestions of the experts were included to enhance clarity, correspondence with the objectives of the research and effectiveness of the instrument.

Data Gathering Procedure

The researcher adhered to a systematic process in gathering the study data. To begin with, authorization and official approvals were obtained with the Division of Tangub City and the corresponding school heads of the sampled schools. The researcher distributed the researcher-designed structured questionnaires to the respondents personally after gaining permission to do so; the researcher used straightforward guidelines in order to guarantee correct and truthful answers. After this, the questionnaires were taken, verified to be complete, and ready to be tabulated. Analysis of the data was performed on the basis of the levels of supervisory

practices, instructional performance and Pearson r correlation coefficient in order to identify the significant relationship between the two variables and the standard deviation. This process ensured that data collection was done in a systematic way and provided valid and reliable results.

Ethical Considerations

The research observed high levels of ethics that safeguard the rights and well-being of the respondents. In accordance with the set of guidelines of Bryman and Bell (2007), the purpose and objectives of the research were explained to all respondents and assured that their involvement was purely voluntary. It was also explained to the respondents that they were free to not participate in the study without repercussions. The research process was treated with confidentiality and optional personal identification with all the data utilized to do the research only. Also, prior to the study, approvals and endorsements were acquired in the Division of Tangub City and the school administrators. In the study, the researcher was careful not to expose the respondents to any physical, psychological, and professional harm and therefore carried out the study in a responsible, ethical, and professional way.

Data Analysis

The data collected in this study were analyzed using both descriptive and inferential statistical methods. Weighted mean was employed to determine the extent of the school heads' supervisory practices (Observation, Feedback, Mentoring, Monitoring) and the teachers' instructional performance (Planning, Teaching, Management, Assessment), while standard deviation was calculated to assess the dispersion of responses, with low SD indicating responses clustered around the mean and high SD indicating greater variability. A 4-point Likert scale was applied to all items, with numerical ratings ranging from 1 (Never/Low) to 4 (Always/Very High), and qualitative interpretations of the weighted mean were classified as Very High (3.26–4.00), High (2.51–3.25), Moderate (1.76–2.50), and Low (1.00–1.75). To examine the significant relationship between the supervisory practices of school heads and teachers' instructional performance, the Pearson r correlation coefficient was computed at a significance level of $\alpha = 0.05$. The strength of correlation was interpreted as Very Weak (0.00–0.19), Weak (0.20–0.39), Moderate (0.40–0.59), Strong (0.60–0.79), and Very Strong (0.80–1.00).

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1. Demographic Profile of the Respondents

Profile	f	%
Sex		
Male	29	28.16
Female	74	71.84
Total	103	100
Age		
20 – 29 years old	27	26.21
30 – 39 years old	43	41.75
40 – 49 years old	22	21.36
50 years old and above	11	10.68
Total	103	100
Highest Educational Attainment		
Bachelor's Degree	26	25.24
With Master's Units	49	47.57
Master's Degree	23	22.33
With Doctoral Units	5	4.85
Doctoral Degree	0	0.00
Total	103	100
Years in Service		
1 - 5	34	33.01
6 - 10	40	38.83

11 - 15	17	16.50
16 - 20	9	8.74
21 and above	3	2.91
Total	103	100
Present Position		
Teacher I	57	55.34
Teacher II	25	24.27
Master teacher	8	7.77
Teacher III	13	12.62
Total	103	100

The demographic features of the 103 teachers that took part in the study on the supervisory practices of the heads of schools and their correlation to the instructional performance of teachers in the Division of Tangub City are provided in Table 1. The statistics give a clear image of the respondent composition based on sex, age, educational level, years of service, and current position.

With regard to sex, most of the respondents were female (71.84%) as opposed to male respondents (28.16%), which implies that the population of teachers in the sampled schools was female dominated. As of age, the majority of the respondents were aged between 30 and 39 years old (41.75%), then 20 to 29 years old (26.21) and 40 at 49 years old (21.36), and the percentage of respondents aged 50 years and above was very low (10.68). This implies a large young- middle aged work force, which could be capturing the untiring careers.

For highest educational attainment, almost 50 percent of the respondents had already done Master units (47.57%), then those with a Bachelor and Master degree (25.24 and 22.33 respectively). Very few had pursued Doctoral units (4.85%), and even more had pursued a

doctoral degree. It implies that most teachers are taking postgraduate education in a bid to improve professionalism.

In terms of years in service, the most predominant category was 6 to 10 years (38.83%), then 1 to 5 years (33.01), which indicates an equal combination of early- and mid-career teacher. A smaller percentage was longer served with only 2.91% being 21 years and above.

Regarding current status, Teacher I (55.34%), Teacher II (24.27%), Teacher III (12.62%), and Master Teachers (7.77%), were the leading ones. This is an indicator of an entry- to mid-level teacher workforce, and it has a potential impact on professional growth and teaching performance.

Comprehensively, the demographic picture shows the majority of the female teaching population which is in the middle age with a strong orientation in their professional development in terms of advanced studies, and occupying primarily entry- to mid-level teaching positions.

Table 2.1 Supervisory Practices of School Heads in terms of Observation

Indicators	SD	Mean
My school head conducts regular classroom observations.	0.52	3.17
Observations are conducted with clear objectives and criteria.	0.56	3.23
The school head provides prior notice before classroom visits.	0.56	3.14
Observation focuses on both teaching process and student engagement.	0.53	3.23
My school head uses classroom observations to identify areas for improvement.	0.57	3.18
Grand Mean		3.19 (High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.1 shows the perception of the respondents towards the supervisory practices by school heads with reference to classroom observation. The findings indicate a grand mean of 3.19 which is considered to be High meaning that teachers tend to have a positive

perception towards the observation practices of their school heads. This means that the classroom observations are very effective and regarded as an enabling mechanism of improving teaching performance.

Among the indicators, the highest mean values were of “Observations are conducted with clear objectives and criteria” and “Observation focuses on both teaching process and student engagement” (3.23), which emphasizes the fact that teachers are aware of the systematic and holistic approach of the school heads during observation.

Following closely is “My school head uses classroom observations to identify areas for improvement” (3.18), which should be followed as the developmental purpose of the observations. “My school head conducts regular classroom observations” scored 3.17, reflecting consistency in monitoring, while the lowest, “The

school head provides prior notice before classroom visits” (3.14), still falls within the High range, indicating that even the least-rated practice is positively perceived

These results are consistent with the recent studies on the significance of classroom observations in enhancing teaching. As the study conducted by Özdemir (2020) confirms, in terms of teacher performance and professional development, regular and specific observations, accompanied by constructive feedback, play a crucial role in improving the quality of instruction, which emphasizes the importance of effective observation practices in ensuring high standards of instructional quality.

Table 2.2 Supervisory Practices of School Heads in terms of Feedback

Indicators	SD	Mean
My school head provides timely feedback after classroom observation.	0.58	3.09
Feedback focuses on both strengths and areas for development.	0.59	3.02
My school head gives constructive suggestions to improve teaching.	0.52	3.14
Follow-up conferences are conducted after feedback sessions.	0.62	3.10
I feel motivated after receiving feedback from my school head.	0.57	3.21
Grand Mean		3.11 (High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.2 presents the perceptions of the respondents regarding the supervisory practices of school heads in feedback. The grand mean of 3.11 can be interpreted as High, and this implies that the teachers found the feedback given to them by their heads of school as effective and helpful in boosting their performance as far as teaching is concerned. This means that feedback is always provided and it will add value to the development of the teachers.

Among the indicators, the highest mean was for “I feel motivated after receiving feedback from my school head” (3.21), highlighting the positive impact of feedback on teacher motivation. This was followed by “My school head gives constructive suggestions to improve teaching” (3.14) and “Follow-up conferences are conducted after feedback sessions” (3.10), indicating

that feedback is both actionable and reinforced through discussions. “My school head provides timely feedback after classroom observation” scored 3.09, while the lowest, “Feedback focuses on both strengths and areas for development” (3.02), still falls within the High range, showing that even the least-rated aspect is perceived positively.

Such findings are corroborated by the recent literature that highlights the importance of constructive feedback in enhancing teaching practices. Timely and balanced feedback that acknowledges the strengths and the areas of improvement, as Madigan and Kim (2021) assert, leads to increased confidence and effectiveness in the instructional performance of the teacher, making it imperative to implement feedback strategies in assisting teachers to improve their professional development.

Table 2.3 Supervisory Practices of School Heads in terms of Mentoring

Indicators	SD	Mean
My school head mentors teachers to improve their instructional skills.	0.66	2.97
Mentoring sessions develop my professional competencies.	0.76	3.03
My school head serves as a role model in instructional leadership.	0.61	3.09
Coaching and peer sharing are encouraged in our school.	0.68	2.94
The mentoring process helps me handle classroom challenges effectively.	0.62	3.16
Grand Mean		3.04 (High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.3 indicates the perceptions of the respondents concerning the school heads in supervisory practices with regard to mentoring. The mean of 3.04 is considered as High, meaning that, teachers tend to view mentoring by their school heads as positive and helpful in improving the instructional skills and professional development. This implies that mentoring is a component of the leadership practice that has positive impacts on the development of teachers.

Among the indicators, the highest mean was for “The mentoring process helps me handle classroom challenges effectively” (3.16), emphasizing the practical impact of mentoring on teaching performance. This was followed by “My school head serves as a role model in instructional leadership” (3.09) and “Mentoring sessions develop my professional competencies” (3.03),

reflecting the value of modeling and structured development. “My school head mentor’s teachers to improve their instructional skills” scored 2.97, while the lowest, “Coaching and peer sharing are encouraged in our school” (2.94), still falls within the High range, indicating that all aspects of mentoring are positively received.

These results are aligned with the recent studies that emphasize the importance of mentoring in educational leadership. Jacobson et al. (2020) note that school leaders who engage in mentoring and coaching of the teachers improve their instructional performance, professional confidence, and problem-solving abilities in the classroom, which justifies the importance of mentoring practices to teacher growth.

Table 2.4 Supervisory Practices of School Heads in terms of Monitoring

Indicators	SD	Mean
My school head regularly checks lesson plans and instructional materials.	0.51	3.29
Monitoring ensures lessons align with curriculum standards.	0.53	3.20
Attendance, punctuality, and classroom management are closely monitored.	0.54	3.32
My school head ensures compliance with school and division policies.	0.50	3.35
Monitoring results are discussed to sustain instructional improvement.	0.54	3.27
Grand Mean		3.29 (Very High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.4 indicates how the respondents thought of the school heads in supervisory practices in regard to monitoring. The grand mean of 3.29 is understood as Very High, which shows that teachers strongly believe that their school head regularly, comprehensively, and essentially monitors them in order to ensure quality of instructions. This implies that the practice of monitoring is very effective in the process of ensuring that the teaching standards and school policies are adhered to.

Among the indicators, the highest mean was for “My school head ensures compliance with school and division policies” (3.35), followed closely by “Attendance, punctuality, and classroom management are closely monitored” (3.32), highlighting the school heads’ attention to both administrative and classroom responsibilities. “My school head regularly checks lesson plans and instructional materials” scored 3.29,

while “Monitoring results are discussed to sustain instructional improvement” received 3.27, and “Monitoring ensures lessons align with curriculum standards” scored 3.20. All indicators fall within the Very High range, demonstrating that every aspect of monitoring is positively acknowledged by the teachers.

These conclusions are justified by the fact that recent research highlights the importance of systematic monitoring in enhancing teaching effectiveness. Darling-Hammond (2020) argues that instructional practices and policy compliance should be monitored regularly as a way to improve accountability, foster professional growth, and maintain high-quality instruction, which is why the issues of effective monitoring practices in educational leadership are important.

Table 2.5 Summary of the Supervisory Practices of School Heads

Domains	Mean	Interpretation
Observation	3.19	High
Feedback	3.11	High

Mentoring	3.04	High
Monitoring	3.29	Very High
Grand Mean	3.16	High

Scale: 3.26 – 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.5 indicates the overview of the supervisory practice of the school heads in the four domains. The overall mean of 3.16 is considered to be High meaning that generally, the teachers view the overall supervisory practices of the school heads in a positive light. This implies that the school heads are in effect aiding the instructional performance of teachers by observing, providing feedback, mentoring and monitoring teachers regularly.

Among the domains, the highest mean was recorded in “Monitoring” (3.29), interpreted as Very High, highlighting that teachers recognize school heads’ strong efforts in overseeing lesson plans, classroom management, and compliance with policies. This was followed by “Observation” (3.19), “Feedback” (3.11), and “Mentoring” (3.04), all rated High, demonstrating

that teachers view these practices positively even if slightly less intensive than monitoring. The results indicate that all domains are effectively implemented, with each contributing to the improvement of instructional performance.

Such results are consistent with the current research that highlights the holistic approach of school heads in leadership in the instructional field.

Sumapal and Haramain (2023) further emphasized that an appropriate mix of supervisory methods, especially monitoring, and observation with feedback and mentoring have a strong positive effect on teacher performance, professional development, and overall teaching results, which is why the balanced and strategic approach to supervision is important.

Table 3.1 Level of Teachers' Instructional Performance in terms of Planning

Indicators		SD	Mean
I prepare lesson plans aligned with curriculum standards.		0.48	3.26
My learning objectives are clear and measurable.		0.53	3.34
I select appropriate strategies for diverse learners.		0.51	3.23
I prepare instructional materials suited to learners' needs.		0.48	3.35
I plan lessons that promote critical and creative thinking.		0.50	3.29
Grand Mean			3.30 (Very High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.1 shows the degree of instructional performance of the teachers in the aspect of planning. With a grand mean of 3.30, we can conclude that teachers are very high in their ability to engage in the very planning skills that are in tandem with the curriculum standards and that enhance the effective learning.

This indicates that lesson planning is scientifically executed and it has positive effects on quality of instructions.

Among the indicators, the highest mean was recorded for “I prepare instructional materials suited to learners’ needs” (3.35), followed closely by “My learning objectives are clear and measurable” (3.34), emphasizing teachers’ ability to design lessons that are both targeted and resourceful. “I plan lessons that promote critical and creative thinking” scored 3.29, “I

prepare lesson plans aligned with curriculum standards” received 3.26, and the lowest, “I select appropriate strategies for diverse learners” (3.23), still falls within the Very High range.

This indicates that all aspects of planning are executed at a high level, supporting student-centered learning.

Such results can be aligned with the current studies that draw attention to comprehensive instructional planning.

According to Iqbal et al. (2021), clear objectives, proper strategies, and materials centered on the learners make a significant difference in the performance and learning outcome of the teacher and thus the importance of good planning practices in facilitating instructional effectiveness is emphasized.

Table 3.2 Level of Teachers' Instructional Performance in terms of Teaching

Indicators	SD	Mean
I clearly explain lesson objectives and expectations.	0.59	3.19
I use varied instructional strategies to engage learners.	0.53	3.12
I integrate ICT and learning resources effectively.	0.49	3.27
I provide clear and relevant examples during discussions.	0.60	3.21
I encourage active student participation.	0.57	3.30
Grand Mean		3.22 (High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.2 displays the instructional performance of the teachers in regards to teaching. The grand mean of 3.22 has been interpreted as High showing that the teachers usually portray effective teaching practices that involve the learners in the learning process. This implies that there is a continuity in the manner in which instructional delivery is undertaken with reference to clarity, interest and utilization of resources.

Among the indicators, the highest mean was for “I encourage active student participation” (3.30), highlighting teachers’ efforts to promote interactive and student-centered learning. This was followed by “I integrate ICT and learning resources effectively” (3.27) and “I provide clear and relevant examples during discussions” (3.21), emphasizing the use of appropriate tools and illustrations to enhance understanding. “I

clearly explain lesson objectives and expectations” scored 3.19, while the lowest, “I use varied instructional strategies to engage learners” (3.12), still falls within the High range, indicating that all aspects of teaching are positively perceived.

These findings correspond to the recent reports which have shown that efficient teaching practices include clarity of purpose, learner interactions, and incorporation of various teaching materials. As identified by Arsalan (2023), the adoption of different strategies and participation encouragement contributed to a significant improvement in student learning outcomes and instructional efficacy, and the authors noted the role of dynamic teaching practices in improving the overall learning.

Table 3.3 Level of Teachers' Instructional Performance in terms of Management

Indicators	SD	Mean
I maintain classroom discipline conducive to learning.	0.50	3.29
I manage class time effectively.	0.55	3.36
I establish routines that promote learner responsibility.	0.47	3.34
I address classroom issues promptly and fairly.	0.47	3.32
I create a respectful and inclusive learning environment.	0.50	3.37
Grand Mean		3.34 (Very High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.3 displays the level of teaching performance of the teachers regarding management. The grand mean of 3.34 is understood as Very High, and, it means that the teachers always show good classroom management skills that contribute to effective and supportive environment in the classroom. This implies that the management practices play a significant role in ensuring order, maximizing learning time, and enhancement of positive classroom climate.

Among the indicators, the highest mean was for “I create a respectful and inclusive learning environment” (3.37), followed closely by “I manage class time effectively”

(3.36) and “I establish routines that promote learner responsibility” (3.34), highlighting teachers’ ability to organize and maintain a conducive learning setting. “I address classroom issues promptly and fairly” scored 3.32, while “I maintain classroom discipline conducive to learning” received 3.29. All indicators fall within the Very High range, showing that every aspect of classroom management is effectively practiced.

Recent findings that have been made on the significance of effective classroom management in instructional performance lend credence to these findings. Clark et al. (2023) emphasized that educators adopting well-

organized schedules, upholding discipline, and fostering inclusivity greatly increase student engagement, learning performance, and the overall classroom

performance, which is why the consequences of good management practices in the classroom have a significant impact on the quality of teaching.

Table 3.4 Level of Teachers' Instructional Performance in terms of Assessment

Indicators	SD	Mean
I use different assessment tools to measure learning outcomes.	0.58	3.07
I utilize assessment results to improve instruction.	0.62	3.06
I provide timely and constructive feedback to students.	0.55	3.18
I ensure fairness and consistency in grading.	0.59	3.13
I keep complete and updated records of student performance.	0.54	3.19
Grand Mean		3.13 (Very High)

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 3.4 shows the level of instructional performance of the teachers in terms of assessment. The grand mean of 3.13 is read as High which implies that the teachers in general have effective assessment practices that will encourage student learning and teaching enhancement. That implies that assessment is applied in a systematic way to track the progress, give feedback and to guide teaching strategies.

Among the indicators, the highest mean was for "I keep complete and updated records of student performance" (3.19), followed closely by "I provide timely and constructive feedback to students" (3.18), highlighting teachers' commitment to monitoring student progress and offering guidance. "I ensure fairness and

consistency in grading" scored 3.13, while "I use different assessment tools to measure learning outcomes" (3.07) and "I utilize assessment results to improve instruction" (3.06) were the lowest, yet still fall within the High range, indicating that all aspects of assessment are positively perceived and effectively practiced.

Recent research has confirmed that assessment is important in teaching and learning. Gebremariam and Gedamu (2023) state that not only do systematic and fair assessment practices and timely feedback enhance the success of the instructional process and student performance but also effective assessment practices are essential to quality teaching.

Table 3.5 Summary of the Level of Teachers' Instructional Performance

Domains	Mean	Interpretation
Planning	3.30	Very High
Teaching	3.22	High
Management	3.34	Very High
Assessment	3.13	High
Grand Mean	3.24	High

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

The overview of the teacher performance in instruction in the four domains is provided in Table 3.5. The Grand mean of 3.24 is translated to be High meaning that the teachers are generally very instructional in planning, teaching, management and assessment. This implies that the general instruction practices are effective and have a positive influence on the learning outcomes of students.

Among the domains, the highest mean was recorded in "Management" (3.34) and "Planning" (3.30), both interpreted as Very High, highlighting teachers' strengths in organizing the classroom, maintaining

routines, and preparing lessons that align with curriculum standards. "Teaching" (3.22) and "Assessment" (3.13) were rated High, showing that instructional delivery and evaluation practices are also positively perceived, even if slightly lower than planning and management. All domains fall within the High to Very High range, indicating that teachers consistently perform well across all areas of instruction.

Recent studies on the comprehensive nature of effective teaching support these results. According to Meng (2023), educators with high scores in planning,

classroom management, instructional delivery, and assessment have a higher student engagement and better learning results, which demonstrates how effective

instructional practice is in terms of overall teaching effectiveness.

Table 4. Test of Significant Relationship between Supervisory Practices of School Heads and the Instructional Performance of Teachers

Test Variables	Correlation Coefficient	P value	Decision
Supervisory Practices of School Heads and Teachers' Instructional Performance	0.620	0.000	Reject the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 4 shows the test of the significant relationship between the supervisory practices of school heads on the instructional performance of teachers. The results indicate a correlation coefficient of 0.620 and a p-value of 0.000, which report strong and statistically significant positive relation between the two variables. It implies that the better the practice of supervision of school heads, the better are the instructional performance of teachers.

The null hypothesis is rejected, which supports the fact that the relationship observed was not due to chance. This means that a proper supervision such as observation, feedback, mentoring, and monitoring are of paramount importance in improving planning, teaching, management, and assessment practices of teachers. Although the lowest-rated supervisory practices were positively related to instructional performance, all supervision aspects proved to be useful in terms of teaching effectiveness.

These results support the recent researches, which focus on the effects of the school leadership on instruction quality. Marlina et al. (2021) revealed that school head supervisors play a vital role in promoting teacher growth and instructional performance because their supervisory practices largely contribute to teacher growth and motivation, as well as their development and performance.

IV. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The demographic characteristics of the respondents demonstrate that the teaching force in Tangub City consists mostly of women, aged mostly between 30 and 39 years with vast majority holding Master units and with majority holding entry and middle level teaching jobs indicating a group of young to middle aged and professionally developing teachers.

The supervisory practice by the school heads are usually viewed positively by teachers. The ratings of observation, feedback, and mentoring were High, with monitoring being Very High pointing to the fact that school heads continuously introduce supervision to promote the quality of instructions.

The overall rating of teacher's instructional performance was seen to be High, with a rating of planning and management of Very High and teaching and assessment High, which means that there are very strong overall teaching practices that facilitate the achievement of effective learning.

The supervisory practices of school heads and the instructional performance of teachers have a strong and statistically significant positive relationship, which suggests that the most appropriate supervision activity improves the planning, teaching, management, and assessment practices of teachers.

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Conclusions

The research finds that school heads in Tangub City have a great role in enhancing the teaching performance of the teachers through their supervisory practices. Professional development, professional motivation and better practices in the classroom are achieved through effective monitoring, observation, feedback and mentoring that provide a supportive and systematic environment. The positive association between supervision and instructional performance is high, which shows that the quality and consistency of leadership in the school directly determine the capacity of teachers to plan their lesson, classroom management, instruction delivery, and evaluation of learning outcomes, which in the end leads to increased teaching performance and the overall quality of education.

Recommendations

Teachers. Teachers can take advantage of supervisory activities like classroom observation, feedbacks and

mentoring programs. The use of the acquired insights during the supervision will assist in improving the lesson planning, instruction delivery, classroom management, and the assessment practices as well as facilitating the continuous professional development.

School Heads. School leaders can go on to intensify the supervisory procedures particularly mentoring and feedback in order to further nurture the teachers. Instructional improvement can be promoted by conducting consistent and organized classroom observations and giving prompt and positive feedback and also by creating a positive and supportive atmosphere of collaboration and encouragement.

School Administrators and Policy Makers. Administrators and policy makers can put in mind when designing and implementing professional development programs and policies that can help in achieving effective school leadership and teacher supervision. The training, mentoring, and monitoring systems are resources that can be provided to improve the practice of supervision and the quality of instruction in general.

Students. Students can also make a difference in creating a positive learning atmosphere, sharing classroom activities, and making constructive feedback. This kind of activity can assist teachers in adopting effective teaching methods and enhancing overall learning achievements.

Researchers and Future Studies. Further issues that might affect the instructional performance, such as teacher motivation, school climate, and parental involvement, can be investigated by future researchers. Longitudinal studies or mixed-method studies could help to shed more light on the connection between the supervisory practices and teaching effectiveness.

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