
Instructional Leadership Practices of School Heads and Performance of Teachers in Instructional Supervision

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ABSTRACT

This study determines the significant relationship between the extent of instructional leadership practices of school heads and performance of teachers in instructional supervision. A descriptive-correlational research design was employed. The study employs two surveys: one adapted from Baggay et al. (2021) to assess instructional leadership practices using a Five-Point Likert scale, and another utilizing the Guide for Instructions Yielding Archetypal (GIYA) teachers' tool, aligned with Regional Memorandum No. 133, s. 2023. This tool evaluates teachers' instructional supervision performance across various indicators, aiming to enhance educational outcomes through targeted interventions and feedback mechanisms facilitated by the school head. The 43 teachers and 1 assistant principal are involved in this study. The data indicates a statistically significant relationship between the variables of the study and the performance assessed by the Classroom Observation Tool (COT), suggesting that effective classroom and portfolio observations, identification of teacher strengths and limitations, and designing interventions contribute significantly to enhanced instructional supervision and teacher performance. In conclusion, the findings affirm that effective instructional leadership practices, characterized by thorough observation, strategic intervention, and supportive feedback, are instrumental in promoting educational excellence. Moving forward, these insights can guide educational policymakers and school administrators in developing targeted strategies to further enhance instructional supervision and ultimately improve student learning outcomes.

Keywords —*Instructional Leadership Practices, School Heads, Performance, Teachers, Instructional Supervision*

I. INTRODUCTION

Several changes have been made in the education sector since the onslaught of COVID-19 pandemic to meet the global education standards. School leaders were challenged, and the perception of leadership as a crucial component of any organization is growing. Due to the global trend of ongoing education system reforms, school heads' roles have changed over time in the realm of education. These changes have led to a dramatic growth in the importance of the role assigned to school heads as instructional leaders and in charge for reforms in education.

Today, educational institutions are expected to produce graduates that possess the twenty-first-century skills which refer to the core competencies of collaboration, critical thinking, digital literacy, and problem-solving. As such, educational institutions need to create an academic environment that will foster the development of these competencies in students. This entails more than the improvement of physical and information technology infrastructure but also the competencies of the workforce, its teachers. The teacher is among the most dominant variables that affect student outcomes, thus, to improve the achievement of students, it is important to improve the competence of teachers and one

of the significant mechanisms in achieving this is through an instructional supervision program (Maisyaroh, Hardika, Valdez, Solaiman & Canapi, 2018).

The leaders or school administrators are the people in charge of carrying out the department's vision and mission down to the schools where good teaching and learning is observed. The performance of school administrators serves as a model for teachers' performance and how such performance can be achieved in the context of students' school performance. As a result, educational achievement and development may be tracked from school leaders to teachers and students through instructional techniques (Haughey et al., 2020). Because the many techniques used by instructional leaders are oriented toward the establishment of an effective learning community in every school, successful instructional leadership practices are critical in the formative process. Teachers and peers developed collaborative and collegial ties because of the process. The participation rate, cohort survival, and completion rate are school performance measures that decide whether instructional leadership is used in the school.

Instructional leadership play a vital role in establishing an effective schools and instructional supervision became a crucial tool for continuous improvement, aiding in identifying areas for growth and addressing challenges in real-time, enhancing the quality of education and promoting a school environment conducive to teaching and learning.

Instructional leadership, as defined by Gumus et al. (2021), is a form of school leadership that places teaching and learning at the forefront of school decision-making; it is a model in which a principal works alongside teachers to provide support and guidance in establishing best practices in teaching (Brolund, 2016). Thus, one of the most important roles of school heads as instructional leaders is to guarantee a conducive environment for efficient teaching and learning.

In the context of students' achievement, instructional leadership practices of school heads are taken into consideration. Regular monitoring and conducting classroom observation to teachers has been proven to be effective in improving the performance of the teachers and that of the students. Teachers are the frontline ambassadors of educational institutions, continually engaging with students. Instructional leadership necessitates that school leaders support teachers in areas such as classroom management, professional growth, and resource allocation (Hansen & Lårudsóttir, 2015; Duplessis, 2013; Salo et al., 2014). A school leader should be both a resource and an ally in the realm of teaching. School leaders motivate and support teachers, encouraging them to innovate and participate in professional development opportunities, which positively impact student learning outcomes (Duplessis, 2013). Leaders proficient in instructional leadership empower and guide teachers to enhance their instructional skills, leading to improved student achievement.

As an aspiring instructional leader, the researcher must consider knowing different facets on the roles of instructional leaders. Looking at the instructional leadership practices that some of the school heads possess is not enough in making a future instructional leader. Concerns on teachers' welfare in terms of instruction play a vital role in achieving positive school performance. Being able to satisfy the needs of the teachers to effectively deliver the goods and services to the clientele has been one of the most important aspects in achieving success in the workplace. Hence, this study was formulated to determine the significant relationship between the instructional leadership practices of school heads and performance of teachers in instructional supervision. A proposed instructional supervision plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a junior high school teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the extent of instructional leadership practices of school heads and performance of teachers in instructional supervision of Seguinon National High School, Albuera North District,

Leyte Division for School Year 2023-2024. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of instructional leadership practices of school heads in terms of the following:
 - 1.1 Classroom observation,
 - 1.2 Portfolio supervision,
 - 1.3 Identifying strengths and limitation of teachers in the classroom, and
 - 1.4 Personal and professional growth and development of teachers?
2. What is the performance of teachers based on Classroom Observation Tool (COT) from Quarter 1 to Quarter 4?
3. Is there a significant relationship between the extent of instructional supervisory practices of school heads and performance of teachers based on Classroom Observation Tool (COT)?
4. What instructional supervision plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This research adopts a descriptive-correlational approach to explore the significant link between school heads' instructional leadership practices and teachers' performance in instructional supervision at Seguinon National High School in Albuera, Leyte. It focuses on delineating variables such as classroom observation, portfolio supervision, and the professional growth of teachers, alongside their impact on preparation for teaching, learning resources, delivery, and assessment. Additionally, this study investigates correlations between these variables, aiming to provide insights into educational practices. Situated in Barangay Seguinon, Albuera, Leyte, the school is overseen by a School Head, supported by master teachers and a diverse teaching staff totaling 45 educators. The institution boasts essential amenities including internet access, a functional library, computers, and a science laboratory, complemented by well-maintained classrooms equipped with televisions. Strong stakeholder relationships involving parents, alumni, and community members further enhance the school's educational environment, fostering a commitment to extracurricular activities and innovative teaching methods. To gather data, the study employs two surveys: one adapted from Baggay et al. (2021) to assess instructional leadership practices using a Five-Point Likert scale, and another utilizing the Guide for Instructions Yielding Archetypal (GIYA) teachers' tool, aligned with Regional Memorandum No. 133, s. 2023. This tool evaluates teachers' instructional supervision performance across various indicators, aiming to enhance educational outcomes through targeted interventions and feedback mechanisms facilitated by the school head.

Sampling. The respondents of this study were one (1) assistant principal and forty-three (43) teachers teaching in the said locale for School Year 2023-2024. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. After obtaining research approval, the data collection phase commenced. Requests for study permissions were submitted to relevant authorities. Initially, a letter seeking approval was sent to the Schools Division Superintendent to proceed with data gathering among identified respondents. Subsequently, permission letters were also submitted to the Public Schools District Supervisor and School Principal. Once approvals were granted, the researcher conducted an orientation for the respondents, obtaining their consent to participate in the study. Survey questionnaires, divided into two parts, were then distributed: Part 1 assessed instructional leadership practices of school heads supervised by the school heads themselves, while Part 2 involved classroom observations by school heads using the Guide for Instructions Yielding Archetypal (GIYA) teachers' tool to evaluate teachers' instructional supervision performance. Upon completion of the surveys, data were collected, tallied, and prepared for statistical analysis.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. The quantitative responses will undergo tallying and tabulation, followed by statistical treatment using specific methods. The Simple Percentage and Weighted Mean will be utilized to assess the extent of instructional leadership practices among school heads and the performances of teachers using the GIYA teachers' tools. Pearson's r will be employed to establish any significant relationships between the dependent and independent variables.

III. RESULTS AND DISCUSSION

TABLE 1

**INSTRUCTIONAL LEADERSHIP PRACTICE OF SCHOOL HEADS
IN TERMS OF CLASSROOM OBSERVATION**

| | Classroom Observation | Weighted Mean | Description | Interpretation |
|----|--|----------------------|---------------------|-----------------------|
| 1 | My teaching is regularly observed | 3.90 | Great Extent | High |
| 2 | I am notified before the lesson observation. | 5.00 | Very Great Extent | Very High |
| 3 | I receive immediate feedback after the lesson observation. | 4.44 | Very Great Extent | Very High |
| 4 | My teaching is the focus rather than my personality when supervising. | 4.48 | Very Great Extent | Very High |
| 5 | School Head regularly observes the way I teach. | 3.89 | Great Extent | High |
| 6 | School Head plans with me for the lesson observation | 3.67 | Great Extent | High |
| 7 | School Head usually makes a short visit to the classroom | 3.50 | Great Extent | High |
| 8 | School Head provides a desirable manner in giving feedback. | 3.87 | Great Extent | High |
| 9 | School Head conducts a test-visit in my class. | 2.60 | Some Extent | Low |
| 10 | School Head utilizes appropriate classroom observation tool in conducting instructional supervision. | 4.30 | Very Great Extent | Very High |
| | AVERAGE | 3.97 | Great Extent | High |

Legend:

| RANGES | DESCRIPTION | INTERPRETATION |
|---------------|--------------------|-----------------------|
| 4.21-5.00 | Very Great Extent | Very High |
| 3.21-4.20 | Great Extent | High |
| 2.61-3.40 | Moderate Extent | Average |
| 1.81-2.60 | Some Extent | Low |
| 1.00-1.80 | Not at all | Very Low |

Table 1 presents a detailed evaluation of the instructional leadership practices of school heads concerning classroom observation. The data reveal that school heads are highly proactive in their monitoring efforts, as indicated by consistently high scores across various key aspects. Teachers report that their teaching is regularly observed (3.90), and they are consistently notified beforehand (5.00), ensuring transparency and preparedness for observations. Immediate feedback following observations is also highly valued (4.44), fostering a supportive environment for continuous professional growth. Moreover, the focus during observations remains on teaching practices rather than personal traits (4.48), highlighting a constructive approach to supervision. Despite these strengths, opportunities for improvement include more frequent test visits (2.60), indicating a potential area for increased engagement and monitoring. Overall, the average weighted mean of 3.97 suggests that the observed practices contribute significantly to the school's instructional environment, emphasizing the importance of structured feedback, collaborative planning, and effective use of observation tools in enhancing teaching quality and professional development among educators.

TABLE 2
**INSTRUCTIONAL LEADERSHIP PRACTICE OF SCHOOL HEADS
IN TERM OF PORTFOLIO OBSERVATION**

| | Portfolio Observation | Weighted Mean | Description | Interpretation |
|---|---|----------------------|--------------------|-----------------------|
| 1 | School Head usually reviews my schemes of work | 3.96 | Great Extent | High |
| 2 | School Head gives constructive often comments on my scheme of work. | 4.32 | Very Great Extent | Very High |
| 3 | School Head often reviews my schemes of work. | 3.87 | Great Extent | High |
| 4 | School Head always reviews the lesson plans. | 4.35 | Very Great Extent | Very High |
| 5 | School Head usually reviews my lesson notes. | 4.36 | Very Great Extent | Very High |
| 6 | School Head usually reviews sampled students' notes. | 2.30 | Some Extent | Low |
| 7 | School Head regularly reviews my record of work. | 3.30 | Moderate Extent | Average |
| 8 | School Head usually moderates the tests and examinations I set. | 1.82 | Some Extent | Low |
| 9 | School Head usually reviews the record of my students' marks. | 4.65 | Very Great Extent | Very High |

| | | | | |
|----|---|-------------|---------------------|-------------|
| 10 | School Head usually visits my portfolio and check the content and provide technical assistance for improvement. | 3.85 | Great Extent | High |
| | AVERAGE | 3.68 | Great Extent | High |

Legend:

| RANGES | DESCRIPTION | INTERPRETATION |
|---------------|--------------------|-----------------------|
| 4.21-5.00 | Very Great Extent | Very High |
| 3.21-4.20 | Great Extent | High |
| 2.61-3.40 | Moderate Extent | Average |
| 1.81-2.60 | Some Extent | Low |
| 1.00-1.80 | Not at all | Very Low |

Table 2 provides an insightful overview of the instructional leadership practices of school heads related to portfolio observation. The data illustrate that school heads engage actively in reviewing and providing feedback on teachers' instructional materials. Teachers report that their schemes of work are regularly reviewed (3.96), with constructive comments consistently offered (4.32), indicating a supportive approach to curriculum planning and implementation. Additionally, school heads demonstrate a high level of commitment to reviewing lesson plans (4.35) and lesson notes (4.36), ensuring alignment with educational objectives and standards. However, opportunities for improvement are identified in areas such as reviewing sampled students' notes (2.30) and moderating tests and examinations (1.82), suggesting a need for increased oversight and support in these aspects. Overall, with an average weighted mean of 3.68, the data highlight effective practices in portfolio observation that contribute significantly to instructional quality and professional development, emphasizing the importance of thorough review, constructive feedback, and targeted support in enhancing teaching effectiveness and student learning outcomes.

TABLE 3

INSTRUCTIONAL LEADERSHIP PRACTICE OF SCHOOL HEADS IN TERMS OF IDENTIFYING THE STRENGTHS AND LIMITATIONS OF TEACHERS IN THE CLASSROOM

| | Identifying the Strengths and Limitations of Teachers in the Classroom. | Weighted Mean | Description | Interpretation |
|---|--|----------------------|--------------------|-----------------------|
| 1 | School Head regularly identifies any instructional limitations of teachers in the classroom. | 3.92 | Great Extent | High |
| 2 | School Head identifies the lack of abilities to manage students in the classroom. | 4.33 | Very Great Extent | Very High |
| 3 | School Head identifies the student evaluation skill gaps of teachers. | 3.20 | Moderate Extent | Average |
| 4 | School Head encourages and facilitates school self-evaluation on instructional matters. | 3.25 | Moderate Extent | Average |

| | | | | |
|----------------|--|-------------|---------------------|-------------|
| 5 | School Head facilitates the availability of instructional materials and encourages teachers to use them appropriately. | 4.22 | Very Great Extent | Very High |
| 6 | School Head encourages teachers in developing instructional goals and objectives. | 4.30 | Very Great Extent | Very High |
| 7 | The School Head advises teachers to use active learning in the classroom. | 5.00 | Very Great Extent | Very High |
| 8 | School Head designs appropriate interventions to minimize the identified limitations of teachers in the classroom. | 4.22 | Very Great Extent | Very High |
| 9 | School Head provides appropriate technical assistance to improve the identified limitations seen during the instructional supervision. | 3.675 | Great Extent | High |
| 10 | School Head highlights the identified strengths of teachers and use them to continuously enhance teaching-learning competencies. | 3.65 | Great Extent | High |
| AVERAGE | | 3.98 | Great Extent | High |

Legend:

| RANGES | DESCRIPTION | INTERPRETATION |
|---------------|--------------------|-----------------------|
| 4.21-5.00 | Very Great Extent | Very High |
| 3.21-4.20 | Great Extent | High |
| 2.61-3.40 | Moderate Extent | Average |
| 1.81-2.60 | Some Extent | Low |
| 1.00-1.80 | Not at all | Very Low |

Table 3 presents a comprehensive view of the instructional leadership practices of school heads concerning the identification of strengths and limitations among teachers in the classroom. The data reveal that school heads are actively engaged in identifying instructional limitations of teachers (3.92), demonstrating a high level of awareness and responsiveness to challenges in instructional delivery. Moreover, they excel in identifying teachers' abilities to manage students (4.33) and evaluate student learning (3.20), indicating a strong focus on classroom management and assessment skills enhancement. School heads also play a pivotal role in promoting self-evaluation on instructional matters (3.25) and ensuring the availability and appropriate use of instructional materials (4.22), fostering a conducive learning environment. Furthermore, they encourage teachers to set instructional goals (4.30) and employ active learning strategies (5.00), underscoring their commitment to professional growth and innovative teaching practices. The data also highlight proactive measures such as designing interventions (4.22) and providing technical assistance (3.675) to address identified limitations, reinforcing continuous improvement in teaching competencies. With an average weighted mean of 3.98, these findings underscore effective leadership practices that empower teachers and enhance overall teaching-learning quality in the school environment.

TABLE 4
INSTRUCTIONAL LEADERSHIP PRACTICE OF SCHOOL HEADS IN TERMS OF DESIGNING VARIOUS INTERVENTIONS TO ASSIST TEACHERS TO REDUCE THEIR LIMITATIONS

| | Designing Various Interventions to Assist Teachers to Reduce their Limitations. | Weighted Mean | Description | Interpretation |
|----|---|----------------------|---------------------|-----------------------|
| 1 | School Head is arranging induction training for beginner teachers. | 3.22 | Moderate Extent | Average |
| 2 | School Head assists teachers in lesson planning. | 3.23 | Moderate Extent | Average |
| 3 | School Head facilitates experience sharing programs. | 2.20 | Some Extent | Low |
| 4 | School Head assist teachers in developing/selecting instructional materials. | 3.95 | Great Extent | High |
| 5 | School Head spreads new teaching methodologies among teachers. | 3.72 | Great Extent | High |
| 6 | School Head facilitates the professional growth of teachers through short-term training, workshops, and seminars. | 4.30 | Very Great Extent | Very High |
| 7 | School Head supports teachers to do action research | 3.60 | Very Great Extent | Very High |
| 8 | School Head provides support to teachers in reducing limitations through the provision of materials for the utilization in the classroom. | 3.00 | Moderate Extent | Average |
| 9 | School Head provides appropriate feedback for all the activities of teachers especially in the classroom. | 4.57 | Very Great Extent | Very High |
| 10 | School Head promote a harmonious relationship within and among the school personnel and other stakeholders in the school through positive feedback giving and transparency. | 5.55 | Very Great Extent | Very High |
| | AVERAGE | 3.73 | Great Extent | High |

Legend:

| RANGES | DESCRIPTION | INTERPRETATION |
|---------------|--------------------|-----------------------|
| 4.21-5.00 | Very Great Extent | Very High |
| 3.21-4.20 | Great Extent | High |
| 2.61-3.40 | Moderate Extent | Average |
| 1.81-2.60 | Some Extent | Low |
| 1.00-1.80 | Not at all | Very Low |

Table 4 provides insights into the instructional leadership practices of school heads concerning the design and implementation of interventions aimed at reducing limitations among teachers. The data indicate that school heads are actively involved in arranging induction training for beginner teachers (3.22) and assisting teachers in lesson planning (3.23), reflecting their commitment to supporting new educators and enhancing instructional preparation. Additionally, they facilitate experience-sharing programs (2.20), although this area shows a need for further development to strengthen knowledge exchange among teachers. School heads play a significant role in assisting teachers in developing and selecting instructional materials (3.95) and spreading new teaching methodologies (3.72), indicating a proactive approach to instructional innovation and resource utilization.

Moreover, school heads prioritize the professional growth of teachers through short-term training, workshops, and seminars (4.30), highlighting their dedication to continuous professional development. They also support teachers in conducting action research (3.60), fostering a culture of inquiry and reflective practice within the school community. Furthermore, school heads provide substantial support by offering materials for classroom use (3.00) and delivering constructive feedback on teachers' activities, particularly in classroom settings (4.57). These practices underscore their role in promoting effective teaching practices and improving instructional outcomes.

Notably, school heads excel in promoting a harmonious relationship within and among school personnel and stakeholders through positive feedback and transparency (5.55), emphasizing the importance of collaborative and supportive school environments. With an average weighted mean of 3.73, these findings highlight effective leadership strategies that empower teachers, enhance professional growth, and contribute to overall instructional quality and school effectiveness.

TABLE 5

CLASS OBSERVATION PERFORMANCE OF PROFICIENT TEACHERS

| Indicators | Mean | Description |
|-------------------|-------------|--------------------|
| Quarter 1 | 6.85 | Integrating |
| Quarter 2 | 6.90 | Integrating |
| Quarter 3 | 6.91 | Integrating |
| Quarter 4 | 6.93 | Integrating |
| Average | 6.90 | Integrating |

Table 5 presents the class observation performance of proficient teachers across four quarters, focusing on integrating instructional practices. The data reveal consistent high performance across all quarters, with mean scores ranging from 6.85 to 6.93. This indicates that proficient teachers effectively integrate various instructional strategies and methods into their teaching practices throughout the academic year. The average score of 6.90 underscores their sustained ability to seamlessly incorporate instructional techniques that enhance student engagement, learning outcomes, and overall classroom effectiveness. This performance reflects a strong commitment to instructional excellence and continuous improvement among proficient teachers in maintaining high standards of teaching and learning integration.

TABLE 6
CLASS OBSERVATION PERFORMANCE OF HIGHLY PROFICIENT TEACHERS

| Indicators | Mean | Description |
|----------------|-------------|-----------------------|
| Quarter 1 | 8.00 | Discriminating |
| Quarter 2 | 8.00 | Discriminating |
| Quarter 3 | 8.00 | Discriminating |
| Quarter 4 | 8.00 | Discriminating |
| Average | 8.00 | Discriminating |

Table 6 illustrates the class observation performance of highly proficient teachers over four quarters, characterized by discriminating instructional practices. The data consistently show a mean score of 8.00 across all indicators and quarters, indicating exceptional performance in distinguishing and applying precise instructional strategies tailored to meet specific educational objectives and student needs. This uniformity in scores underscores the consistent ability of highly proficient teachers to discern and implement advanced teaching methodologies effectively throughout the academic year. The average score of 8.00 reflects their exemplary proficiency in employing discriminating instructional practices, contributing to enhanced learning outcomes and educational excellence in their classrooms.

TABLE 7
TEST OF RELATIONSHIP

| Variables Correlated | r | Computed value or t | Table Value @.05 | Decision on Ho | Interpretation |
|--|------|---------------------|------------------|----------------|--------------------------|
| Classroom Observation vs COT | 0.72 | 2.922 | 0.877 | Reject Ho | Significant Relationship |
| Portfolio Observation vs COT | 0.68 | 1.961 | 0.877 | Reject Ho | Significant Relationship |
| Identifying the Strengths and Limitations of Teachers in the Classroom VS COT | 0.71 | 2.841 | 0.877 | Reject Ho | Significant Relationship |
| Designing Various Interventions to Assist Teachers to Reduce their Limitations VS COT | 0.70 | 1.734 | 0.877 | Reject Ho | Significant Relationship |

Table 7 presents the test of relationship between various variables and the Classroom Observation Tool (COT). Each correlation coefficient (r) indicates a strong positive relationship between the respective variables and COT scores. Specifically, Classroom Observation vs COT shows an r value of 0.72, Portfolio Observation vs COT shows 0.68, Identifying the Strengths and Limitations of Teachers in the Classroom vs COT shows 0.71, and Designing Various Interventions to Assist Teachers to Reduce their Limitations vs COT shows 0.70. The computed values of 2.922, 1.961, 2.841, and 1.734 respectively exceed the critical value of 0.877 at a significance level of 0.05, leading to the rejection of the null hypothesis (H_0) in each case. This indicates a statistically significant relationship between these variables and the performance assessed by the COT, suggesting that effective classroom and portfolio observations, identification of teacher strengths and limitations, and designing interventions contribute significantly to enhanced instructional supervision and teacher performance.

IV. CONCLUSION

Based on the comprehensive analysis conducted, several key findings have emerged regarding the instructional leadership practices of school heads and their impact on teacher performance and instructional supervision. Firstly, the study reveals that school heads demonstrate a high level of engagement in various aspects of instructional leadership, such as classroom observation, portfolio review, and identifying strengths and limitations of teachers. These practices are consistently rated as high or very high across different domains, indicating a robust commitment to improving teaching quality and student outcomes. Secondly, the implementation of effective interventions by school heads, including professional development opportunities and supportive feedback mechanisms, plays a crucial role in mitigating teacher limitations and enhancing instructional effectiveness. This is evidenced by the positive correlation between these interventions and the scores on the Classroom Observation Tool (COT), highlighting their significant contribution to instructional supervision practices. Moreover, the statistical analyses, including correlation coefficients and hypothesis testing, underscore a strong and statistically significant relationship between school heads' instructional leadership practices and teacher performance as measured by the Classroom Observation Tool (COT). This reinforces the importance of proactive leadership in fostering a conducive learning environment and supporting continuous professional growth among educators.

In conclusion, the findings affirm that effective instructional leadership practices, characterized by thorough observation, strategic intervention, and supportive feedback, are instrumental in promoting educational excellence. Moving forward, these insights can guide educational policymakers and school administrators in developing targeted strategies to further enhance instructional supervision and ultimately improve student learning outcomes.

V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated.
2. Instructional supervisors must adhere to the guidelines in conducting instructional supervision to teachers and provide the appropriate feedback based on their performance.
3. Instructional supervisors must see to it that they provided the teachers with the learning resources needed in teachers.
4. Instructional supervisors must conduct regular monitoring to teachers in terms of their preparation for teaching and learning and the learning resources needed and assessment.

5. Teachers must submit themselves for instructional supervision to check and assess their performance in teaching and learning.
6. Teachers must create a classroom where learners have more materials to use during teaching-learning process.
7. Teachers must be prepared in all the necessary materials in teaching to improve the performance of the learners, and
8. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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