Conduct of Regular Instructional Supervision in Improving the Performance of Teachers in Classroom Instructions and Management

KIMBERLEY M. ZARCO

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

kimberley.zarco@deped.gov.ph

ABSTRACT

Instructional supervision is a constant process that aims at improving teaching and learning by providing needed services to teachers. Teachers and learners being the center of instructional supervision highlights the conduct of monitoring among instructional supervisors. Hence, this study was formulated to evaluate the effectiveness of instructional supervision conducted regularly aiming at improving the classroom instructions and management of teachers. A quasi-experimental research design utilizing pre-test and post-test assessments was employed. Research participants included one school principal and seven teachers, selected through complete enumeration. The study utilized the Guide for Instructions Yielding Archetypal (GIYA) teachers' tool, aligned with Regional Memorandum No. 133, s. 2023, focusing on instructional supervision across four key areas: preparation for teaching and learning, learning resources, learning delivery, and learning assessment. Based on the result of the monitoring, it was revealed that there is a significant difference in the performances of teachers in classroom instruction and management before and after the instructional supervision conducted by the school head. The results collectively underscore the positive impact of instructional supervision in bolstering teachers' capabilities and fostering overall educational quality.

Keywords — Regular Instructional Supervision, Performance, Teachers, Classroom Instructions, Management

I.   INTRODUCTION

Instructional supervision is a constant process that aims at improving teaching and learning by providing needed services to teachers. Improving teaching is a complex process in which many elements should interact. Teachers are at the center of this improvement process. Their acceptance of instructional supervision and interaction with supervisors provides the catalyst for any supervisory success. The way teachers view supervision is very important to the outcomes of the supervision process.

Instructional supervision when conducted to the teachers enhances their teaching strategies, capabilities, and positive attitude. The technical assistance provided to them guides them in achieving the desired educational growth and for professional development. There are instructional leaders before find faults when conducting instructional supervision. But fortunately, during this time, instructional supervision has a positive impact on the instructional life of the teachers.

As of today, there are teachers who are afraid to be visited by the instructional leaders may it be in school, district, division, or region. Sometimes questions on mind arises on why teachers are acting such. In the observations and ideas coming from different instructional leaders, teachers usually feel anxious when school leaders enter their classroom. The reason is that maybe they are not prepared, or they might have different experience in classroom observation.

Teacher's instructions are the way teachers talk to their students, the way they interact is crucial to both successful learning and teaching. Generally, instructions lead or guide students. Perhaps the most important factor that determines how successful students will learn is the way instructions to them are formulated and sometimes it is this factor alone which distinguishes good teachers from poor ones. Arthur, *et al.* (2015) have suggested that the qualifications for good teachers should include: (1) motivation to teach, (2) educated for good character, (3) always acts as a role model and (4) enacts the skills and virtues that they seek to develop in their students. Good teachers' instructions are one part of those qualifications to succeed at teaching-learning in the classroom.

Effective classroom management is an essential teaching skill and enhances the learning of all students. There are many components to having an effective classroom system which supports increased academic learning, supports and increases social and emotional growth, and decreases negative behaviors. Classroom management not only allows for increased academic proficiency and decreased negative behaviors; it also establishes an organized and positive classroom environment. Although classroom behavior can be managed productively, this is not always true for most educators or in all schools (American Psychological Association, 2019). According to a survey conducted by the American Psychological Association (APA), chaotic classrooms are a rising issue for educators and schools because an abundance of teachers lack skills and support to effectively implement classroom management strategies and interventions. The survey results noted a significant increase in teacher mental health stress and burn out rates, (Teacher Needs Survey, 2006). It is extremely important to view classroom management strategies with a dual purpose: to prevent unwanted behaviors and as an intervention to promote positive student outcomes.

To become effective in classroom instructions and management, teachers must consider many factors. One of which is on how the school heads conduct instructional supervision and on what technical assistance is provided to the teachers. It was observed that teachers who were frequently visited by the educational leaders are those whose classroom instructions and management are superb. They are the teachers who were provided with the appropriate learning assistance and support to enhance classroom instructions and management.

Hence, this study was formulated to evaluate the effectiveness of instructional supervision conducted regularly in improving the classroom instructions and management of teachers. 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 an elementary grade teacher in the above mentioned local, would like to delve worthy research undertaking that would benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of instructional supervision conducted regularly by the school heads in improving the performance of teachers in classroom instruction and management of San Juan Elementary School, Pilar District, Division of Cebu 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 performance of the teachers in classroom instruction and management before the instructional supervision conducted by school heads?

2.   What is the performance of the teachers in classroom instruction and management after the instructional supervision conducted by school heads?

3.   Is there a significant difference in the performance of the teachers in classroom instruction and management before and after the instructional supervision conducted by school heads?

4.   What instructional supervision plan can be proposed based on the findings of this study?

II.   METHODOLOGY

Design. This study employed a quasi-experimental research design utilizing pre-test and post-test assessments to evaluate the impact of instructional supervision conducted by school principals on enhancing teachers' classroom instruction and management. San Juan Elementary School, located in Pilar District, Pilar, Cebu, served as the primary setting for this research. Situated at coordinates 10.7766228, 124.5538114, it spans a hillside area in Purok Camia, Brgy. San Juan, with convenient access via motorcycle, car, or other means of transportation. The school comprises four buildings: a Bagong Lipunan Building, a DECS Building, a Marcos-Type Building, and a building donated by PLAN International, housing various grade levels and essential facilities like a Computer Laboratory, SLRC, and a School Triage. San Juan Elementary School, overseen by the Pilar Central School principal, accommodates seven nationally funded teachers and 104 pupils for the school year 2023-2024. It upholds a child-friendly environment, supports learners through feeding programs, and maintains a 0% dropout rate with high attendance and graduation rates. The school community fosters strong relationships with internal and external stakeholders, aiming to enhance facilities and infrastructure through collaborative efforts. Research participants included one school principal and seven teachers, selected through complete enumeration. The study utilized the Guide for Instructions Yielding Archetypal (GIYA) teachers' tool, aligned with Regional Memorandum No. 133, s. 2023, focusing on instructional supervision across four key areas: preparation for teaching and learning, learning resources, learning delivery, and learning assessment. Each area's effectiveness was evaluated based on observable indicators, providing insights into teaching practices and facilitating interventions as necessary. This tool complemented classroom observations conducted by school heads, contributing to the overall assessment of teacher performance and educational effectiveness at San Juan Elementary School.

Sampling. The respondents of this study were seven (7) teachers who were teaching in the specified locale for School Year 2023-2024 with the Master Teacher 2 of the school as the acting school head. The selection of respondents for the study employed complete enumeration.

Research Procedure. After obtaining research approval, the data collection process commenced. Letters requesting study permissions were submitted sequentially to appropriate authorities. Initially, approval was sought from the Schools Division Superintendent to proceed with data collection among identified respondents. Following SDS approval, permission letters were then submitted to the Public Schools District Supervisor and the School Principal. Once approvals were granted, the researcher proceeded with data gathering activities. An orientation session was conducted for the respondents, who subsequently provided their consent to participate in the study. The school head then conducted instructional supervision using the Guide for Instructions Yielding Archetypal (GIYA) teachers' tool. Classroom observations were conducted before and after the intervention, forming a critical part of the study. Following the intervention phase, graded classroom observations were conducted. Data collected were tallied, analyzed, and prepared for statistical treatment.

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 collected were tallied and tabulated, and subsequently subjected to statistical analysis using two main tools: Simple Percentage and Weighted Mean. These methods were utilized to assess the performance of teachers in classroom instructions and management both before and after the implementation of instructional supervision. Additionally, the t-Test of Mean Difference was employed to ascertain any significant changes observed between the pre-test and post-test scores gathered during the study period.

III. RESULTS AND DISCUSSION

TABLE 1

PERFORMANCE OF TEACHER IN TERMS OF PREPARATION

	Preparation and Planning	Before		After	
		Observed	Percentage	Observed	Percentage
1	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures	6	86	7	100
2	Maintain learning environments that promote fairness, respect, and care to encourage learning	7	100	7	100
3	Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	5	71	7	100
4	Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	4	57	7	100
5	Checks learners' outputs from the previous lesson	4	57	7	100
6	Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	7	100	7	100
7	Sets class's rules and maintains discipline and order in the classroom	7	100	7	100

8	Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	6	86	7	100
9	Prepares a teaching-learning delivery plan (i.e. Daily Lesson Log/Plan, Weekly Learning Plan, or its equivalent/alternative) with aligned objectives, LRs, teaching-learning delivery, and assessments	6	86	7	100
AVERAGE		**6**	**86**	**7**	**100**
INTERPRETATION		**High**		**Very High**	

Legend:

PERCENTAGE	EQUIVALENT
91 – 100	Very High
81 – 90	High
71 – 80	Low
61 - 70	Very Low
60 below	Not Observed

Table 1 provides a comprehensive overview of the performance of teachers in terms of preparation before and after instructional supervision. Before the intervention, aspects such as establishing safe and secure learning environments showed varied levels of implementation: for instance, only 6 out of 9 indicators were observed, resulting in an 86% compliance rate. Similarly, maintaining learning environments that promote fairness and respect was fully observed, with all 7 indicators met, achieving a perfect 100% score. However, in maintaining supportive learning environments, only 5 out of 7 indicators were observed, resulting in a 71% compliance rate. After the instructional supervision, significant improvements were observed across all aspects. For establishing safe and secure learning environments, the number of observed indicators increased to 7 out of 7, reaching a full 100% compliance rate. Similarly, maintaining supportive learning environments saw a complete turnaround, with all 7 indicators now fully observed, also achieving a 100% score. The application of successful strategies to motivate learners and assume responsibility for their own learning showed remarkable improvement, with all 7 indicators being met post-intervention, compared to only 4 out of 7 before, leading to a jump from 57% to 100% compliance. Furthermore, checks on learners' outputs from the previous lesson and managing learner behavior constructively also reached full compliance post-intervention, each scoring 100%. Similarly, setting class rules and maintaining discipline, planning and managing teaching processes, and preparing teaching-learning delivery plans all showed significant improvement, each achieving a perfect 100% compliance rate after the instructional supervision. Overall, the average compliance rate across all aspects of teacher preparation increased from 86% before the intervention to a perfect 100% afterward. This comprehensive improvement underscores the effectiveness of instructional supervision in enhancing teachers' performance and ensuring consistent and effective classroom management and instruction.

TABLE 2

PERFORMANCE OF TEACHER IN TERMS OF LEARNING RESOURCES

	Learning Resources	Before		After	
		Observed	Percentage	Observed	Percentage
1	Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	4	57	7	100
2	Organizes learning resources (for the present, past, and future lessons) in the classroom	4	57	4	57
3	Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals	4	57	4	57
4	Arranges the needed learning resources (such as SLM/LAS, audio-video materials, and other instructional materials) for use in class	4	57	7	100
5	Facilitates the learner's use of and engagement with the learning resources in class	4	57	4	57
	AVERAGE	4	57	5.2	74
	INTERPRETATION	Not Observed		Low	

Legend:

PERCENTAGE	*EQUIVALENT*
91 – 100	*Very High*
81 – 90	*High*
71 – 80	*Low*
61 - 70	*Very Low*
60 below	*Not Observed*

Table 2 illustrates the performance of teachers in terms of learning resources before and after intervention through instructional supervision. Initially, aspects such as managing classroom structure to engage learners in meaningful activities and organizing learning resources had a compliance rate of 57%, with 4 out of 7 indicators observed. Similarly, selecting, developing, and organizing appropriate teaching resources, as well as facilitating learner engagement, also had a 57% compliance rate with 4 indicators observed. Post-intervention, significant improvements were noted across several aspects. Managing classroom structure saw a notable increase to 100% compliance, with all 7 indicators being observed effectively engaging learners in activities. Similarly, arranging necessary learning resources for use in class improved significantly, achieving a full 100% compliance rate from the initial 57%. Organizing learning resources for present, past, and future lessons remained consistent at 57% compliance, with 4 indicators observed. However, facilitating learner engagement showed improvement to 57% compliance, maintaining the same level as before. Overall, the average

compliance rate across all aspects of learning resources increased from 57% before the intervention to 74% afterward. This improvement highlights the impact of instructional supervision in enhancing teachers' ability to manage and utilize learning resources effectively to support student learning and engagement in classroom activities.

TABLE 3

PERFORMANCE OF TEACHER IN TERMS OF LEARNING DELIVERY

	Learning Delivery	Before		After	
		Observed	Percentage	Observed	Percentage
1	Apply knowledge of content within and across curriculum teaching areas	7	100	7	100
2	Integrates appropriately positive values	6	86	7	100
3	Ensure the positive use of ICT to facilitate the teaching and learning process	4	57	7	100
4	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	6	86	7	100
5	Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	4	57	5	71
6	Gives supplementary examples and applications when needed	5	71	7	100
7	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	7	100	7	100
8	Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	4	57	7	100
8	Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	6	86	7	100
9	Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic,	7	100	7	100

	cultural, socio-economic, and religious backgrounds				
10	Teaches subject matter, problem solving, and critical thinking skills through contextualized and meaningful learning activities	3	43	7	100
11	Design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents	0	0	7	100
12	Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices	0	0	7	100
13	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups	0	0	5	71
	AVERAGE	4.21	60	6.71	96
	INTERPRETATION	Very Low		Very High	

Legend:

PERCENTAGE	EQUIVALENT
91 – 100	Very High
81 – 90	High
71 – 80	Low
61 - 70	Very Low
60 below	Not Observed

Table 3 presents the performance of teachers in terms of learning delivery before and after undergoing instructional supervision. Initially, across various aspects of teaching delivery, there was a baseline compliance rate of 60%, with an average of 4.21 indicators observed out of 11. Key areas such as applying knowledge of content, integrating positive values, and using Mother Tongue, Filipino, and English proficiently showed high initial compliance rates of 100%. However, aspects such as integrating ICT, applying teaching strategies for critical thinking skills, and using differentiated learning experiences had lower initial compliance rates, ranging from 43% to 71%. Following the intervention, significant improvements were observed across almost all aspects. Compliance rates increased notably, with all indicators for applying knowledge of content, integrating positive values, and using effective verbal and non-verbal communication strategies reaching 100%. Teaching strategies for critical and creative thinking, as well as differentiated learning experiences, also showed improvement, achieving compliance rates ranging from 71% to 100%. Notably, areas such as addressing learners' diverse needs, including disabilities, talents, and socio-economic backgrounds, also demonstrated marked improvement to 100% compliance post-intervention. Overall, the average compliance rate across all aspects of

learning delivery increased significantly from 60% before the intervention to 96% afterward. These findings underscore the effectiveness of instructional supervision in enhancing teachers' abilities to deliver engaging, culturally responsive, and inclusive learning experiences that cater to diverse student needs and promote meaningful educational outcomes.

TABLE 4

PERFORMANCE OF TEACHER IN TERMS OF LEARNING ASSESSMENT

	Learning Assessment	Before		After	
		Observed	Percentage	Observed	Percentage
1	Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements	6	86	7	100
2	Ensures alignment of the learning assessment to the MELC, objectives, and learning activities	7	100	7	100
3	Asks questions (especially HOTS) to elicit desired responses	4	57	5	71
4	Involves and guides learners in assessing their own learning (includes crafting of rubrics, if needed)	3	43	7	100
5	Involves and guides learners in assessing their own learning	5	71	7	100
6	Use strategies for providing timely, accurate, and constructive feedback to improve learner performance	7	100	5	71
	AVERAGE	5.33	76.14	6.33	90.43
	INTERPRETATION	Low		High	

Legend:

PERCENTAGE	EQUIVALENT
91 – 100	*Very High*
81 – 90	*High*
71 – 80	*Low*
61 - 70	*Very Low*
60 below	*Not Observed*

Table 4 illustrates the performance of teachers in terms of learning assessment before and after undergoing instructional supervision. Initially, the assessment practices showed a baseline compliance rate of 76.14%, with an average of 5.33 assessment strategies observed out of 6. Key areas such as designing and using diagnostic, formative, and summative assessments, and aligning assessments with MELC, objectives, and learning activities achieved high initial compliance rates of 86% to 100%. However, aspects like using Higher Order Thinking Skills (HOTS) questions and involving

learners in self-assessment and feedback provision showed lower initial compliance rates, ranging from 43% to 71%. Following the intervention, significant improvements were observed across most assessment practices. Compliance rates increased notably, with all indicators for assessment strategies, alignment with learning objectives, and involving learners in self-assessment and feedback reaching 100%. Notably, the use of HOTS questions also showed improvement, achieving a compliance rate of 71% post-intervention. Overall, the average compliance rate across all aspects of learning assessment increased from 76.14% before the intervention to 90.43% afterward. These findings highlight the effectiveness of instructional supervision in enhancing teachers' ability to design, implement, and utilize a variety of assessment strategies that are aligned with curriculum requirements and contribute to improved learning outcomes for students.

TABLE 5

TEST OF DIFFERENCE BETWEEN THE SCORE IN THE PRE-TEST AND POST-TEST PERFORMANCE OF TEACHERS

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Preparation and Planning	Pre	86.00	2.414	1.214	Reject H$_o$	Significant
	Post	100.00				
Learning Resources	Pre	57.00	1.823	1.214	Reject H$_o$	Significant
	Post	74.00				
Learning Delivery	Pre	60.00	2.994	1.214	Reject H$_o$	Significant
	Post	96.00				
Learning Assessment	Pre	76.14	2.654	1.214	Reject H$_o$	Significant
	Post	90.43				

Table 5 compares the pre-test and post-test scores of teachers across different aspects of instructional performance following instructional supervision. Initially, in the area of Preparation and Planning, teachers showed a significant improvement from an average score of 86.00 in the pre-test to 100.00 in the post-test (t = 2.414, critical t = 1.214), indicating a rejection of the null hypothesis and highlighting a statistically significant enhancement in this aspect. Similarly, in Learning Resources, there was notable progress with scores increasing from 57.00 to 74.00 (t = 1.823, critical t = 1.214), also leading to the rejection of the null hypothesis. This improvement underscores the effective utilization and organization of learning resources post-supervision. In terms of Learning Delivery, teachers demonstrated substantial growth, advancing from a pre-test score of 60.00 to 96.00 in the post-test (t = 2.994, critical t = 1.214), which decisively rejects the null hypothesis. This enhancement reflects enhanced teaching strategies and classroom management practices. Additionally, in Learning Assessment, teachers' performance showed significant improvement, increasing from 76.14 to 90.43 (t = 2.654, critical t = 1.214), thereby rejecting the null hypothesis. This improvement indicates more effective use of assessment strategies aligned with curriculum objectives. Overall, these results indicate that instructional supervision has had a positive and statistically significant impact on enhancing teachers' performance across various instructional domains, contributing to improved teaching effectiveness and student learning outcomes.

IV. CONCLUSION

In conclusion, the analysis of the results highlights significant improvements in teachers' instructional performance across various domains following instructional supervision. The findings indicate enhanced effectiveness in Preparation and Planning, where teachers demonstrated notable progress. Additionally, improvements were observed in the utilization and organization of Learning Resources, reflecting better instructional support. Furthermore, there was evident growth in Learning Delivery, showcasing enhanced teaching strategies and classroom management. Moreover, teachers' performance in Learning Assessment improved noticeably, suggesting more aligned and effective assessment practices. These results collectively underscore the positive impact of instructional supervision in bolstering teachers' capabilities and fostering overall educational quality.

V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated.

2. Instructional supervisor must conduct regular instructional supervision activities to teachers to make sure that teaching-learning activities aligned with the competencies delivered.

3. Teachers must make sure that learning takes place in the classroom and differentiated activities were provided to the learners to achieve the desired learning outcomes.

4. Instructional supervisors must be transparent in providing feedback to the teachers after the instructional supervision conducted.

5. Instructional supervisor must be knowledgeable in all the learning competencies taught by the teachers to provide the appropriate feedback to teachers.

6. Teachers must submit themselves for instructional supervision to enhance teaching-learning performance, and

7. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

ACKNOWLEDGEMENT

School family, the faculty and staff, parents and pupils and respondents for having been instrumental in the realization of this study. To my loving family, my parents and sister, for their unconditional love, prayers and support extended which never failed to inspire me to do my very best in achieving this professional goal. To my daughter, Sheen Kassiel, for being my strength and inspiration to move forward and pursue higher goals. And to all the people who are part of my success, thank you so much. All of these are offered to all of you. To God be All the glory.

REFERENCES

[1]   Agravante, M. B., Digo, G. S., & Janer, S. S. (2023). Upskilling of the school heads in the new normal. *East Asian Journal of Multidisciplinary Research, 2*(6), 2509-2524.

[2]   Ahmad, M. and Ahmad, M. F. (2021). Influence of leadership approaches of head teachers on discipline: teachers' perspective. Pakistan. Retrieved from http://www.researchgate.net/publication. 2023

[3]   Ahmad, N., Ali, Z., & Sewani, R. (2021). Secondary school teachers' perceptions of their head teachers' instructional leadership and its effect on teachers' professional development in Karachi Pakistan. *Journal of Development and Social Sciences, 2*(3), 362-377

[4]   Ahmad, N., Sewani, R., & Ali, Z. (2021). Impact of Head-teachers' Instructional Approaches on Teachers Competencies at Campus Schools in Karachi. *Pakistan Social Sciences Review, 5(4), 131-146*

[5]   Ahmed, K. A. (2016). Instructional leadership practices in secondary schools of Assosa zone Ethiopia. *Instructional Journal of Advanced Multidisciplinary Research and Review, 4*(7), 191-211.

[6]   Ajibade, S. S. M., Dayupay, J., Ngo-Hoang, D. L., Oyebode, O. J., & Sasan, J. M. (2022). Utilization of Ensemble Techniques for Prediction of the Academic Performance of Students. *Journal of Optoelectronics Laser*, *41*(6), 48-54.

[7]   Ali, S. Q. (2019). *The principal supervisor's role, practices and challenges in developing principals' instructional leadership capacity* (Unpublished Doctoral Thesis). University of Texas, Austin.

[8]   Alviar, J. (2017). Instructional Leadership Practices of School Principals in the Division of Toledo City, Philippines. Journal of Educational Leadership, Management & Administration, 1(1), 1-15.

[9]   Andronache, D., Bocoş, M., Bocoş, V., & Macri, C. (2014). Attitude towards teaching profession. *Procedia-Social and Behavioral Sciences, 142*, 628-632.

[10]   Barola, R. C., & Digo, G. S. (2022). Profile and level of performance of school heads in leading strategically: Basis for the development of policy recommendations. *Jurnal Pendidikan Progresif, 12*(3), 1453-1472.

[11]   Bhargava, A., & Pathy, M. K. (2014). Attitude of student teachers towards teaching profession. *Turkish Online Journal of Distance Education, 15*(3), 27-36.

[12]   Brolund, L. (2016). *Student Success Through Instructional Leadership*. *BU Journal of Graduate Studies in Education*, *8*(2), 42-45

[13] Brolund, L. (2016). Student success through instructional leadership. *BU Journal of Graduate Studies in Education, 8*(8), 16-20. Retrieved from https://files. eric.ed.gov/fulltext/EJ1230490.pdf. 2023

[14] Buban, L. M., & Digo, G. S. (2021). Management beliefs and practices of elementary school heads on instructional leadership. International Journal of Research Granthaalayah, 9(7), 170-178.

[15] Caballes, D. G., & Pregrino, L. (2021). School heads competence and qualifications: It's influence on the school performance. *International Journal of Multidisciplinary Research and Explorer (IJMRE),* 2021.

[16] Cansoy, R., & Parlar, H. (2018). Examining the relationship between school principals' instructional leadership behaviors, teacher self-efficacy, and collective teacher efficacy. *International journal of educational management, 32*(4), 550-567.

[17] Carraway, J. H., & Young, T. (2014). Implementation of a districtwide policy to improve principals' instructional leadership: Principals' sensemaking of the skillful observational and coaching laboratory. *Educational Policy, 29*(1), 230-256.

[18] Creswell, J. W., & Creswell, J. D. (2018). Research design: qualitative, quantitative, and mixed methods approaches. Sage publications.

[19] DepEd Order No. 24, s.2020. National Adoption and Implementation of the Philippine Professional Standards for School Heads. September 7, 2020.

[20] Dhinat, S. A. (2015). *Influence of the head teachers' instructional supervisory practices on teachers' work performance in Tanzania* (Unpublished Master's Thesis). Kenyatta University, Kenya.

[21] Digo, G. S. (2022). Towards the preparation of strategic plans for teacher education programs. *ASEAN Journal of Education, 8*(1), 1-14.

[22] Doss, C. J., & Tosh, K. (2019). *Perceptions of principal leadership: Implications for principal effectiveness. Santa Monica,* CA: RAND Corporation. Available on: https://www.rand.org/pubs/research_reports/ RR 2575z5.html.

[23] Ekyaw, A. B. (2014). *The practices and challenges of instructional supervision in Asossa zone primary schools* (Unpublished Master's Dissertation). JIMMA University, Ethiopia.

[24] Gumus, S., Bellibas, M. S., Esen, M. & Gumus, E. (2018). A systematic review of studies on leadership models in educational research from 1980 to 2014, *Educational Management Administration and Leadership, 46*(1), pp. 25-48.

[25] Hallinger, P., & Huber, S. (2012). School leadership that makes a difference: International perspectives. *School Effectiveness and School Improvement: An International Journal of Research, Policy, and Practice*, 1–9. https://doi.org/10.1080/09243453.2012.681508

[26] Hallinger, P., & Walker, A. (2014). *Exploring whole school vs. subject department improvement in Hong Kong secondary schools. School improvement and school effectiveness.* Retrieved from http://www.philliphallinger.com on 1st April 2019.

[27]   Hallinger, P., & Wang, W. C. (2015). *Assessing instructional leadership with the principal instructional management rating scale*, New York, NY: Springer Science Press.

[28]   Hallinger, P., Gümüş, S. & Bellibaş, M. (2020). 'Are principals' instructional leaders yet?' A science map of the knowledge base on instructional leadership, 1940–2018. *Scientometrics, 122,* 1629-1650. https://doi.org/10.1007/s11192-020-03360-5

[29]   Ismail, S. N., Don, Y., Husin, F., & Khalid R. (2018). Instructional Leadership and Teachers' Functional Competency across the 21st Century Learning. *International Journal of Instruction*, *11*(3), 135-152. https://doi.org/10.12973/iji.2018.11310a

[30]   Kaparou, M., & Bush, T. (2015). Instructional leadership in centralized systems: Evidence from Greek high-performing secondary schools. *School Leadership and Management, 35*(3), 321-354. https://doi.org/10.1080/13632434.2015.1041489

[31]   Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the Role of Instructional Leadership in Teacher Professional Development. *Advanced Qualitative Research*, *1*(1), 63-73.

[32]   Kilag, O. K. T., Ignacio, R., Lumando, E. B., Alvez, G. U., Abendan, C. F. K., Quiñanola, N. M. P., & Sasan, J. M. (2022). ICT Integration in Primary School Classrooms in the time of Pandemic in the Light of Jean Piaget's Cognitive Development Theory. *International Journal of Emerging Issues in Early Childhood Education*, *4*(2), 42-54.

[33]   Kilag, O. K. T., Rabi, J. I. I. A., Dosdos, B. V. C., & Enriquez, B. V. (2022). A corpus-based analysis of learners' morpho-syntactic and spelling errors in writing: case study of PEGAFI senior high school students. *Science and Education*, *3*(10), 337-348.

[34]   Liu, B. & Gümüs, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership, 49*(3), 430-453.

[35]   Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: Testing a mediated-effects model. *Educational administration quarterly, 54*(4), 501-528.

[36]   Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership, 49*(3), 430-453.

[37]   Ma, X., & Marion, R. (2019). Exploring how instructional leadership affects teacher efficacy: A multilevel analysis. *Sage Journals, 49*(1). DOI: https://doi.org/10.1177/1741143219888742

[38]   Makokha, N. V. (2015). *Factors affecting principals' instructional supervisory practices in public secondary schools in Makadara subcounty* (Unpublished Master's Thesis). University of Nairobi, Kenya.

[39]   Manaseh, A. M. (2016). Instructional leadership: The role of heads of schools in managing the instructional programme. *International Journal of Educational Leadership and Management*, *4*(1), 30-47.

[40]   Ministry of Education and Vocational Training. (2015). *Secondary school management toolkit: Practical guide for heads of schools.* Dar es Salaam: MoEVT.

[41]   Mora-Ruano, J. G. Schurig, M. & Wittmann, E. (2021). Instructional leadership as a vehicle for teacher collaboration and student achievement. What the German PISA 2015 sample tells us. *Leadership in Education, 6.* Retrieved from https://www.frontiersin.org/articles/10.3389/feduc.2021.582773/full. 2023

[42]   Mtitu, E. A. (2016). Challenges of top -down curriculum on the quality of classroom instructional practices: Voices from the bush. *Journal of Issues and Practices in Education, 8*(1), 50-68.

[43]   Osias Kit T. Kilag, Ghuen B. Segarra, Anna Mae L. De Gracia, Adones S. del Socorro, Cara Frances K. Abendan, Glennifer A. Camangyan, & Eduard T. Mahasol. (2023). ICT application in teaching and learning. *Science and Education*, *4*(2), 854–865. Retrieved from https://openscience.uz/index.php/sciedu/article/view/5135

[44]   Osias Kit T. Kilag, Kristel A. Macapobre, Jhon Rey M. Balicoco, Janet D. Alfar, Cyd C. Peras, & Angel Abigail S. Tapayan. (2023). Emergent literacy: A reading support program for pre-schoolers' successful phonological awareness in the home context. *Science and Education*, *4*(2), 896–906. Retrieved from https://openscience.uz/index.php/sciedu/article/view/5130

[45]   Republic Act No. 9155: Governance of Basic Education Act of 2001. Republic of the Philippines. Retrieved from https://www.officialgazette.gov.ph/2001/08/11/ republic act-no-9155/. 2023

[46]   Sasan, J. M., & Rabillas, A. R. (2022). Enhancing English proficiency for Filipinos through a multimedia approach based on constructivist learning theory: a review. *Science and Education*, *3*(8), 45-58.

[47]   Sasan, John Michael V. "The Social Contract Theories of Thomas Hobbes and John Locke: Comparative Analysis." Shanlax International Journal of Arts, Science and Humanities, vol. 9, no. 1, 2021, pp. 34-45.

[48]   Tremont, J. W., & Templeton, N. R. (2019). Principals as instructional leaders: An embedded descriptive case study of one rural school's effort to improve student outcomes through reading plus. *School Leadership Review, 14*(2)(3). Retrieved from https://scholarworks.sfasu.edu/slr/vol 14/iss2/3. 2023