
Instructional Supervision Strategies of School Heads in Improving the Instructional Practices Among Teachers in Burauen South District

JANNA LAE N. BAJE

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

jannalae.baje@deped.gov.ph

ABSTRACT

This study determines the significant relationship between the extent of instructional strategies employed by school heads and the level of instructional practices exhibited by teachers, specifically in the domains of instructional planning, delivery, and assessment practices. Utilizing survey questionnaire used by Bibon (2022) the Teachers' Instructional Practices and Learners' Academic Achievement in Science, which were accomplished by the thirty (30) teachers and 2 school heads from Kagbana Elementary School and Burauen South Central School of Burauen South District Leyte Division. The data revealed to have significant relationship between the variables. This indicates that when school heads implement strong and well-defined instructional strategies, teachers are more likely to engage in high-quality planning, effective delivery of content, and robust assessment practices. The result of the study emphasizes the necessity for educational stakeholders to focus on enhancing leadership practices to ensure that teachers are supported in their efforts to improve instructional quality, which is essential for achieving better student performance and educational success.

Keywords — Instructional Supervision Strategies, School Heads, Instructional Practices, Teachers

I. INTRODUCTION

Conducting instructional supervision to teachers is one of the most important roles and responsibilities of school heads. The pivotal role of this activity of the school head is shaping the desired instructional practices of the teachers which will impact positive learning outcomes among the learners. This certain activity also establishes a bond between teachers and instructional leaders for their growth and professional development. Hence, it is relevant to discover and enhance the instructional strategies of school heads in conducting instructional supervision to teachers to improve their instructional practices and that of the performance of the learners.

The researcher has found out in her station that enhancing the professional bond of teachers and school leaders, especially in conducting instructional supervision encourages teachers to strive for their best to give the best learning to the learners. It is also visible that school personnel are motivated to work harmoniously and happily in this kind of environment. Thus, this study has been formulated to determine the significant relationship between the effective instructional strategy employed by the school head in enhancing the instructional practices of teachers while improving

the performance of the learners. From there, the instructional leaders can formulate activities to develop professional growth of teachers and continually improving their performance to attain the desired goals of the school.

Education is a cornerstone of societal advancement, with the quality of education playing a critical role in shaping a nation's socio-economic development (Tram & NgoCHuy, 2021). Public elementary schools occupy a central position within the educational landscape, molding the academic journeys of students and equipping them for future challenges (Barakaevich, 2020). The difficulties new teachers encounter as they enter the profession are largely a result of inadequate preparation and support, as well as a lack of direction, professional counsel, understanding, and appreciation (Zhukova, 2018). These difficulties may impair their work and influence the caliber of their instruction and professional growth (Mena et al., 2017). Hence, school heads are directed to provide instructional assistance to the teachers through different strategies which will suit the needs of the teachers in the field.

Direct assistance entails providing teachers with immediate feedback and tailored guidance on teaching materials and styles (Zepeda, 2016). Group development emphasizes collaborative teacher groups that collectively address instructional challenges and make informed decisions (Zhukova, 2017). Collaborative conversations can aid in teachers' professional development. Inexperienced teachers can benefit from the advice and analysis of more seasoned and successful colleagues regarding their classroom work (Rowland, 2017). Curriculum development focuses on advising teachers on new curriculum implementations while promoting effective execution. Action research involves encouraging teachers to engage in self-evaluation and reflective practices to enhance teaching and learning (Hendricks, 2017; Brew et al., 2020).

Teachers use instructional strategies to help students become more independent and tactical learners. These strategies become effective learning strategies when students handpicked the suitable ones and used them to complete tasks. Instructional strategies can stimulate students and help them concentrate and merge information for understanding and remembering (Williams, et al., 2013).

The effectiveness of instructional supervision strategies directly influences the educational experiences of students and the overall success of educational institutions (Zepeda & Mayers, 2014). In this context, the present study delves into the multifaceted realm of instructional supervision, with a focus on identifying strategies that hold the promise of elevating educational quality through improved instructional practices 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 aspirant instructional leader and a classroom 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 determines the significant relationship between the effective instructional supervision strategies of school heads in improving instructional practices among elementary teachers in Burauen South District, Leyte Division. 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 supervision strategies of school heads employed to teachers in terms of the following:

- 1.1 Direct assistance,

- 1.2 Group developmental strategy,

-
- 1.3 Curriculum development, and
 - 1.4 Action research?
 2. What is the level of instructional practices of teachers in terms of the following:
 - 2.1 Instructional planning practices,
 - 2.2 Instructional delivery practices, and
 - 2.3 Instructional assessment practices?
 3. Is there a significant relationship between the extent of instructional supervision strategies of school heads and instructional practices of teachers?
 4. What instructional supervision plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This study adopted a descriptive-correlational research design to explore the relationship between effective instructional supervision strategies of school heads in improving instructional practices among elementary teachers. It is descriptive because it describes the variables-instructional supervision strategies of school heads on direct assistance, group developmental strategy, curriculum development and action research and instructional practices of teachers in terms of instructional planning, delivery and assessment practices. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted Kagbana Elementary School and Burauen South Central School of Burauen South District, Leyte Division. The thirty (30) teachers and 2 school heads were involved in the study. The research surveys used to gather the data from the respondents were of two parts. Part 1 of the instrument is a survey on the extent of instructional supervision strategy employed by school heads in the conduct of instructional supervision to teachers which includes direct assistance, group developmental strategy, curriculum development and action research. There are four categories of which each category has 3 indicators with a total of 12-items survey. The teachers under the school head will rate the survey in describing the extent of instructional supervision strategies employed by the school head during instructional supervision activities. Moreover, part 2 of the instrument is also a survey on the instructional practices of teachers in terms of instructional planning, delivery and assessment. There are 25-items survey of which the school heads of the teacher-respondents will determine the level of instructional practices of the teachers employed during instructional supervision. The survey was taken from the study of Bibon (2022) the Teachers' Instructional Practices and Learners' Academic Achievement in Science.

Sampling. The thirty (30) teachers and 2 school heads in Kagbana Elementary School and Burauen South Central School were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. After obtaining research approval, data collection commenced. Letters requesting study approval were submitted to relevant authorities. Initially, a request letter was sent to the Schools Division Superintendent for permission to proceed with data collection from identified respondents. Following approval from the SDS, permission letters were also submitted to the Public Schools District Supervisor and School Principal. Upon receiving approvals, the researcher proceeded with data gathering activities. An orientation session was conducted for the respondents, and their consent through permits was obtained to participate in the study. Subsequently, survey questionnaires were distributed, and the researcher guided the respondents in completing them. After the survey phase, data were collected, tallied, and submitted 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 underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of instructional supervision strategies of school heads and instructional practices of teachers. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

III. RESULTS AND DISCUSSION

TABLE 1
EXTENT OF INSTRUCTIONAL STRATEGIES OF SCHOOL HEADS

A	Direct Assistance	Weighted Mean	Description	Interpretation
1	Provision of personal assistance in methods of teaching classroom instruction.	5.00	Always	Very High
2	Observation and assistance in classroom instruction	5.00	Always	Very High
3	Provision of immediate feedback to teachers in instruction	5.00	Always	Very High
B	Group Development Strategy			
4	Gathering teachers together to make important decisions on instructional concerns	4.85	Always	Very High
5	Encouraging collegial groups to achieve instructional goals	5.00	Always	Very High
6	Dealing with group dysfunctional behaviors	4.72	Always	Very High
C	Curriculum Development			
7	Modification and revision content and material resource for classroom instruction	4.95	Always	Very High
8	Advising teachers on how to implement the curriculum	4.95	Always	Very High
9	Advising teachers on new developments in the curriculum	5.00	Always	Very High
D	Action Research			
10	Systematically studying classroom activities to plan for how to improve teaching and learning	4.95	Always	Very High
11	Directing teachers to do need assessment based on their classroom instruction	5.00	Always	Very High

12	Encouraging teachers to do self- evaluation to improve teaching and learning	5.00	Always	Very High
	AVERAGE	4.95	Always	Very High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	Always	Very High
3.21-4.20	Often	High
2.61-3.40	Sometimes	Average
1.81-2.60	Rare	Low
1.00-1.80	Never	Very Low

Table 1 evaluates extent of instructional supervision strategies of school heads employed to teachers in terms of direct assistance, group development strategy, curriculum development and action research. The table shows that the extent of instructional supervision strategies of school heads employed to teachers in terms of direct assistance, group development strategy, curriculum development and action research received an average weighted mean of 4.95 which is interpreted as "Very High". The indicator that receives the lowest weighted mean falls on group development strategy with the statement, "Dealing with group dysfunctional behaviors", 4.72, followed by " Gathering teachers together to make important decisions on instructional concerns", received 4.85 weighted mean while under the Curriculum Development, the statements with 4.95 weighted are " Modification and revision content and material resource for classroom instruction and Advising teachers on how to implement the curriculum". Finally, in Action Research, the statement which states that, "Systematically studying classroom activities to plan for how to improve teaching and learning" received the weighted mean of 4.95. The rests of the statements not mentioned received a weighted mean of 5.00. The results showcase the role of supportive leadership in fostering an effective educational environment. It reveals enhanced teacher competence for it is evident that direct assistance and collaboration lead to improved instructional practices and better student outcomes. It also describes that active involvement in curriculum development ensures it meets evolving student needs. Further, action research creates an inquiry culture, allowing teachers to make informed instructional adjustments and collaborative support contributes to job satisfaction and retention among teachers. The data demonstrates that effective instructional supervision strategies positively impact teaching practices and create a culture of professional development, ultimately enhancing student outcomes.

TABLE 2
EXTENT OF INSTRUCTIONAL PRACTICES OF TEACHERS

A	Instructional planning practices	Weighted mean	Description	Interpretation
1	Uses and analyzes information of learners to design instruction that meets the diverse needs of learners and leads to ongoing growth and achievement.	5.00	Always	Very High
2	Assesses teaching materials for its relevance to the learning competency attainment and needs of learners.	4.95	Always	Very High
3	Uses present data of learners to design instruction that is differentiated on the individual learning needs of learners.	4.95	Always	Very High

4	Creates and plans strategies that allow multiple learning areas to be integrated in the lesson.	4.61	Always	Very High
5	Accesses and uses ICT in the design of instruction to engage learners' attention and improve the caliber of teaching.	4.52	Always	Very High
6	Selects appropriate content for instruction, resources, examples, and materials that are known and suited to the learners for differentiation of learning.	4.95	Always	Very High
7	Uses sociodemographic information regarding learners' background like culture, family structure and status, and communities in planning instruction suited to the needs of the learners.	5.00	Always	Very High
8	Develops plans of the lesson based on previous responses and feedback of learners to further improve the planning of the repeated lesson.	5.00	Always	Very High
	AVERAGE	4.87	Always	Very High
B	INSTRUCTIONAL DELIVERY PRACTICES			
9	Discusses lessons in increasing level of complexity and difficulty.	4.95	Always	Very High
10	Connects prior knowledge of the learners to the new information of the lesson.	5.00	Always	Very High
11	Facilitates a learning environment where sense of belonging of learners through individual differences is respected.	4.95	Always	Very High
12	Uses varying perspectives, theories and methods of investigation and inquiry in instructing the concept of the lesson.	5.00	Always	Very High
13	Provides opportunities for learners to engage in activities of inquiry, critical thinking, and evidence of discipline.	4.75	Always	Very High
14	Demonstrates fluency in technology system, uses technology to support instruction and enhance learning, and designs learning experiences to develop learner skill in the application of technology appropriate to the disciplines. achievement of the students.	4.62	Always	Very High
15	Employs various ways on explaining concepts to scaffold learning while correcting misconceptions and misunderstandings.	4.75	Always	Very High

16	Ensures that learning experiences of the learners were relevant and connects to other curriculum content areas.	5.00	Always	Very High
17	Incorporates experiences into instructional practices that relate to a learner's current life.	5.00	Always	Very High
	AVERAGE	4.89	Always	Very High
C	INSTRUCTIONAL ASSESSMENT PRACTICES			
18	Provides opportunities for the development of product-based assessment.	4.75	Always	Very High
19	Provides opportunities for the development of performance-based assessment.	5.00	Always	Very High
20	Shows relevance and connection between topic discussed vis-à-vis assessment strategy.	5.00	Always	Very High
21	Uses multiple assessment methods, including adjusted pacing and flexible grouping, to engage learners in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities.	5.00	Always	Very High
22	Provides multiple assessment strategies for the differentiation and accommodation of individual differences.	4.95	Always	Very High
23	Provides assessment that allows learners to work individually or in groups through independent/cooperative learning.	5.00	Always	Very High
24	Uses learning materials like module, activity sheets, SIM etc. that evaluates learning inside and outside the school.	5.00	Always	Very High
25	Creates assessment method that is sustainable and with continuity to trace behavioral and cognitive changes of learners through time.	5.00	Always	Very High
	AVERAGE	4.96	Always	Very High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	Strongly Agree	Very High
3.21-4.20	Agree	High
2.61-3.40	Moderately Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Table 2 evaluates the level of instructional practices of teachers in terms of instructional planning practices, delivery practices and assessment practices. The level of instructional practices of teachers in terms of instructional planning practices received an average weighted mean of 4.87 which is interpreted as "Very High". This means that the average weighted mean of 4.87 for instructional planning practices indicates that teachers are highly effective in preparing structured and thoughtful lesson plans. This score reflects a strong commitment to aligning instruction with curriculum standards and addressing diverse student needs. It signifies that teachers are effectively outlining objectives, choosing appropriate methods, and designing assessments, thereby enhancing the overall quality of instruction. The data suggests that teachers are skilled at tailoring their instruction to accommodate various learning styles, promoting an inclusive classroom environment. Further, the results imply that recent professional development initiatives may have positively influenced teachers' planning skills, indicating the effectiveness of supportive leadership.

Moreover, the survey results indicate that the level of instructional practices related to instructional delivery received an average weighted mean of 4.89, interpreted as "Very High." This score reflects teachers' strong proficiency in delivering instruction effectively and engaging students in the learning process. It suggests that teachers excel at effectively communicating content and fostering student engagement, which facilitates deeper understanding. The study implies a dynamic and interactive classroom environment, likely leading to increased student motivation and participation. Additionally, the results indicate that teachers utilize various instructional methods, such as cooperative learning and technology integration, to meet diverse student needs effectively.

Finally, the survey results indicate that the level of instructional practices related to instructional assessment practices received an average weighted mean of 4.96, interpreted as "Very High." This exceptional score reflects teachers' strong commitment to effectively assessing student learning and using assessment strategies to inform instruction. The data suggests proficiency in utilizing various assessment methods, ensuring assessments serve both evaluation and instructional enhancement purposes. High-quality assessment practices enable teachers to gather critical data on student understanding, allowing for timely instructional adjustments tailored to student needs. It indicates an emphasis on fostering student reflection and self-assessment, which encourages ownership of learning. The outstanding average mean for instructional assessment practices highlights teachers' commitment to effective strategies. Sustaining these high standards through professional development, collaboration, and feedback will be essential for enhancing instructional quality and improving student outcomes.

TABLE 3
TEST OF RELATIONSHIPS

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Extent of Instructional Strategies vs Instructional Planning Practices	0.91	0.574	0.225	Reject Ho	Significant Relationship (Very Strong)
Extent of Instructional Strategies vs Instructional Delivery Practices	0.91	0.591	0.225	Reject Ho	Significant Relationship (Very Strong)
Extent of Instructional Strategies vs Instructional Assessment Practices	0.91	0.587	0.225	Reject Ho	Significant Relationship (Very Strong)

Table 3 presents the results of tests examining the relationships between the extent of instructional strategies employed by school heads and the level of instructional practices exhibited by teachers, specifically in the domains of instructional planning, delivery, and assessment practices. Each correlation coefficient (r) reveals a very strong positive relationship: Instructional Planning ($r = 0.91$), Instructional Delivery ($r = 0.91$), and Instructional Assessment Practices ($r = 0.91$). These remarkable coefficients indicate that as the extent of effective instructional strategies implemented by school heads increases, so too does the proficiency of teachers in their instructional practices. The computed values—0.574 for Planning, 0.591 for Delivery, and 0.587 for Assessment—are all significantly higher than the critical table value of 0.225 at a 0.05 significance level. This statistical significance leads to the rejection of the null hypothesis (H_0), confirming a robust and statistically valid relationship between the instructional strategies of school heads and the instructional practices of teachers. The result of the study implies that the critical role that school leadership plays in fostering effective instructional practices. With such a strong correlation, it can be inferred that enhancements in the instructional strategies of school heads could lead to improved teacher performance in planning lessons, delivering content, and assessing student understanding. Additionally, the results suggest that professional development programs targeting school leaders may have a significant impact on teaching quality. As school heads refine their strategies, teachers are likely to adopt better practices, impacting student outcomes positively. This calls for targeted interventions that equip school leaders with the necessary skills and knowledge to influence their teachers effectively. Moreover, the persistence of a strong relationship across all three instructional domains indicates that systemic changes within schools—guided by informed instructional leadership—are essential for promoting a cohesive educational framework.

IV. CONCLUSIONS

Based on the analyses of various aspects of instructional strategies employed by school heads and the level of instructional practices exhibited by teachers, specifically in the domains of instructional planning, delivery, and assessment practices, the study revealed to have significant relationship between the variables. This indicates that when school heads implement strong and well-defined instructional strategies, teachers are more likely to engage in high-quality planning, effective delivery of content, and robust assessment practices. This suggests a direct impact of leadership on instructional quality, thereby reinforcing the idea that leaders play a pivotal role in fostering an environment conducive to teaching and learning. Furthermore, the significant correlation highlights the importance of collaboration between school leaders and teachers. When school heads prioritize instructional strategies, they not only guide teaching practices but also set higher expectations for educational outcomes. This alignment can lead to a more organized, supportive, and effective teaching environment that ultimately benefits students. The result of the study emphasizes the necessity for educational stakeholders to focus on enhancing leadership practices to ensure that teachers are supported in their efforts to improve instructional quality, which is essential for achieving better student performance and educational success.

V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated to achieve the desired goal of the study.
2. School Heads must implement regular professional development sessions focused on instructional strategies that empower teachers to enhance their planning, delivery, and assessment practices which includes workshops, seminars, and collaborative learning communities.
3. Encourage a shared leadership model where school heads actively collaborate with teachers in the decision-making process regarding instructional strategies.

4. School heads should conduct regular classroom observations and offer constructive feedback that focuses on improvement.
5. School Heads must articulate clear expectations for instructional practices and the utilization of effective strategies.
6. School Heads must ensure that teachers have access to necessary resources, tools, and materials that support innovative instructional strategies.
7. Teachers must engage in lifelong learning will help them refine their instructional strategies in planning, delivery, and assessment.
8. Teachers should consider what is working well and what could be improved and adjust their approaches accordingly.
9. Teachers actively seek and be receptive to feedback from school heads and peers.
10. Teachers should consistently use student performance data to guide instructional planning and assessment practices. By understanding student needs and outcomes, teachers can tailor their strategies for better effectiveness., and
11. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

ACKNOWLEDGEMENT

I would like to begin this acknowledgement by reflecting upon the importance of continuous education and learning, as emphasized in the above quote by John Dewey. Throughout my academic journey and the completion of this research paper, I have been fortunate enough to receive support, guidance, and inspiration from various individuals who have contributed significantly to my growth and development. First and foremost, I express my heartfelt gratitude to my family for their unwavering support, love, and belief in me. Their constant encouragement has been a driving force behind my perseverance during challenging times. I am deeply grateful to my friends and co-teachers whose friendship has provided comfort during moments of stress while reminding me that success is amplified when shared with loved ones. I would also like to acknowledge the instructors whose teachings have shaped my understanding of research methodologies and analytical thinking. Your passion for teaching has ignited a desire within me for continuous learning beyond classroom walls. Last but certainly not least, I express profound appreciation towards our School Head, Daisy A. Renomeron, whose leadership skills have fostered an environment conducive to innovation and intellectual growth. Your constant support for academic pursuits has empowered teachers like me to explore diverse areas of knowledge. To all those who have contributed directly or indirectly to this research endeavor, I extend my sincere thanks. Your collective influence has played a significant role in the successful completion of this paper. Thank you for being an integral part of my academic journey.

REFERENCES

- [1] Adu, Akinloye & Olaoye (2014). Internal and External School Supervision: Issues, Challenges and Wayforward. International Journal of Educational Sciences.
- [2] Archibong (2013). The impact of instructional supervision on academic performance of secondary school students in Nasarawa State, Nigeria. J Educ Pract. 4(15):43-50
- [3] T. Williams, K. Hakuta, E. Haertel, (2013). Similar English Learner Students, Different Results: Why Do Some Schools Do Better? A Follow-up analysis based on a Large-scale Survey of Claifornia Elementary Schools serving Low-income and EL Students. EdSource, U.S.A, pp. 1-24.

-
- [4] J.M.R. Asio, E.E. Riego de Dios, (2018). 21st Century Attributes and Skills of a Teacher in the Perspective of College Students, Online Submission, pp. 1-20.
- [5] J.M.R. Asio, E.E. Riego de Dios, (2019). The College Students' Perspective on What makes an Educator Well-Qualified, Journal of Pedagogical Research, Vol. 3, Issue 3, pp. 126-138.
- [6] L.M. Joseph, L.A. Kastein, M. Konrad, P.E. Chan, M.T. Peters, V.A. Ressa, (2014). Collecting and Documenting Evidence: Methods for Helping Teachers Improve Instruction and Promote Academic Success. Intervention in School and Clinic, Vol, 50, No. 2, pp. 86-95.
- [7] J. Wanzek, G. Roberts, S.Vaughn, E. Swanson, K Sargent, (2019). Examining the Role of Pre- Instruction Academic Performance Within A text-based Approach to Improving Students Content Knowledge and Understanding. Exceptional Children, Vol. 85, No. 2, pp. 212-228.
- [8] D.F. Gullo, (2013). Improving Instructional Practices, Policies, and Student Outcomes for Early Childhood Language and Literacy through Data-Driven Decision Making. Early Childhood Education Journal, Vol. 41, No.6, pp. 413-421.
- [9] B.S. King, (2016). Elementary Co-teachers' Understanding about Differentiated Instructional Practices for Students with Disabilities. ProQuest LLC, pp. 229.
- [10] J.M.R. Asio, E.E. Riego de Dios, A.M.E.Lapuz, (2019). Professional Skills and Work Ethics of Selected Faculty in a Local College, PAFTE Research Journal, Vol. 9, No.1, pp. 164-180.
- [11] J.M.R. Asio, E.C. Jimenez, (2020). Professional Development, Organizational Climate, Supervisory Rapport and Overall Satisfaction of Employees: An Attitudinal Study, International Journal of Scientific Research in Multidisciplinary Studies, Vol. 6, No. 4, pp 34-40.
- [12] E.E. Riego de Dios, (2020). Emotional Intelligence and Work Values of Selected Instructors from a Teacher Education Institution, International Journal of Academic Multidisciplinary Research, Vol. 4, No. 5, pp. 92-97.
- [13] E.C. Jimenez, (2020). Emotional Quotient, Work Attitude and Teaching Performance of Secondary School Teachers, Journal of Pedagogical Sociology and Psychology, Vol. 2, Issue 1, pp. 25-35.
- [14] A.K. Veerasamy, D, D'Souza, R. Linden, M.K. Laakso, (2018). Relationship between Perceived Problem-solving Skills and Academic Performance of Novice Learners in Introductory Programming Course. Journal of Computer Assisted Learning, Vol. 35, Issue 2, pp. 246-255.
- [15] A.G. Asuero, A. Sayago, A.G. Gonzalez, (2017). The Correlation Coefficient: An Overview. Critical Reviews in Analytical Chemistry Vol. 36, Issue 1, pp. 41–59, 2007. [16] D. Blazar, M.A. Kraft, —Teacher and Teaching Effects on Students' Attitudes and Behaviors. Educational Evaluation and Policy Analysis, Vol. 39, Issue 1, pp. 146–170.
- [16] E.C. Jimenez, (2020). Problem Solving Ability of First Year High School Students in mathematics as Affected by Cognitive Development Levels and Teaching Strategies, Instabright e Gazette, Vol. 1, No. 3, pp. 1-22.
- [17] J.G. Clavel, F.J.G. Crespo, I. Méndez, (2016). Are Teacher Characteristics and Teaching Practices Associated with Student Performance? International Association for the Evaluation of Educational Achievement. No. 11, pp 1-8.
- [18] A. Mohammed, (2018). Investigating teachers' perceptions of their own practices to improve students' critical thinking in secondary schools in Saudi Arabia. International Journal of Cognitive Research in Science Engineering and Education, Vol. 6, No. 3, pp. 15-27.
- [19] M. M. Anteneh, B. D. Silesh, (2019). Assessment Practices and Factors for the Disparity between Students' Academic Scores at Teacher-Made and Regional Exams: The Case of Bench Maji Zone Grade 8 Students. Educational Research and Reviews, Vol. 14, No. 1, pp. 1-24.
- [20] C. Ozan, R.Y. Kincal, (2018). The Effects of Formative Assessment on Academic Achievement, Attitudes toward the Lesson, and Self-Regulation Skills. Educational Sciences: Theory and Practice, Vol. 18, No. 1, pp. 85-118.
- [21] G. Akgül, G.C. Yılmaz, E. Demir, (2016). Predictors of Teacher Support: Turkey and Shanghai in the Programme for International Student Assessment, 2012. Eurasian Journal of Educational Research Vol. 16, No. 63, pp. 115-132.