Extent of Instructional Role of School Head in Enhancing Classroom Effectiveness of Elementary Teachers

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ABSTRACT

This study determines the significant relationship between the roles of instructional supervisors in enhancing teacher effectiveness in teaching in Mariano C. Pono Elementary School and Montebello Elementary School of Kananga III District, Leyte Division. Employing descriptive-correlational research design, the study utilized research surveys used by Sudarni, Yasir Arafat, Dessy Wardiah (2021) in their study on "The Supervision Role of the Principal in Improving Teacher Performance at Primary School Level" and the Classroom Observation Tools (COT) to evaluate teaching effectiveness of teachers. Simple percentage, weighted mean and Pearson r were the statistical tools used in determining the significant relationship. The study revealed a very high extent of performing the roles as instructional leader in terms of instructional support for teachers' effectiveness and efficiency, teacher capability building, curricular enhancement and assessment of learning outcomes. Further, a very satisfactory level of performance was received by the proficient and highly proficient elementary teachers through classroom observation. Finally, the data revealed statistically significant relationship between the roles of instructional supervision of school head and performance of proficient and highly proficient elementary teachers during classroom observations making them effective in the teaching and learning. This correlation highlights the importance of active leadership of school heads in fostering a school environment where skilled teachers are continuously supported, encouraged to innovate, and motivated to perform at its best.

Keywords — Extent, Instructional Role, School Head, Classroom Effectiveness, Elementary Teachers

I. INTRODUCTION

In the dynamic and ever-evolving field of education, the role of an instructional supervisor is of paramount importance. Educational supervision plays a vital role in ensuring the delivery of quality education, supporting professional development, and fostering a culture of continuous improvement. Just as in some schools where instructional supervisor is diligent in conducting instructional supervision to all teachers to make sure that they are moving towards the attainment of educational goals.

Instructional supervision is one of the main functions of the school heads particularly on the aspect of supervision in instruction to ensure quality teaching that leads to the promotion of learners' holistic development. This can be done in a formal education where learners and teachers are the most important element. School heads supervises the instructional delivery of the teachers and make sure that learners learn their best through improved performance.

One of the primary roles of an instructional supervisor is to support the professional development of educators. They provide guidance and resources to help improve their instructional techniques, implement innovative teaching strategies, and adapt to changing educational trends. Instructional supervisors may facilitate workshops, seminars, and

training sessions to enhance educators' content knowledge, pedagogical skills, and classroom management strategies. By investing in the professional growth of teachers, instructional supervisors empower them to excel in their roles and positively impact students learning.

Instructional supervisors play a crucial role in curriculum development and implementation. They work closely with teachers and administrators to ensure that the curriculum is aligned with educational standards, goals, and needs of learners. They may provide guidance on the selection of instructional materials, the design of assessments, and the integration of technology into curriculum. They monitor curriculum implementation, review learner performance data, and provide feedback to enhance the effectiveness of instructional practices.

As instructional leaders, instructional supervisor play a pivotal role in guiding and inspiring teachers. They provide feedback and coaching to teachers, observing their instructional practices and offering constructive suggestions for improvement. Instructional supervisors serve as a resource for teachers, offering support in areas such as lesson planning, classroom management, and learner engagement to make them effective instructional managers. By promoting instructional leadership, instructional supervisors create a culture of continuous improvement and professional growth within educational institution. Hence, it is important that the roles of instructional supervisors may lead to teacher effectiveness through the support and guidance in attaining educational goals of every school. And this is the reason why this study is conducted to evaluate the extent of instructional roles of supervisors and school leaders in leading to the achievement of professional goals of teachers and enhancement of learning by the learners to make them effective educational implementers and mentors. A proposed instructional supervision plan was formulated based on the result of the study.

Thus, it is in the rationale that the researcher who is currently a classroom teacher aiming of an administrative position 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 roles of instructional supervisors in enhancing teacher effectiveness of elementary teachers in Mariano C. Pono Elementary School and Montebello Elementary School, Kananga III District, Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of roles of instructional supervisor in terms of the following:
   a. Instructional support for teacher effectiveness and efficiency,
   b. Teacher capability building,
   c. Curricular enhancement, and
   d. Assessment of learning outcomes?
2. What is the level of teaching effectiveness of elementary teachers in terms of the classroom observation performance?
3. Is there a significant relationship between the extent of roles of instructional supervisor and level of teaching effectiveness of elementary teachers through classroom observation?
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 relationship between the roles of instructional supervisors in enhancing teacher effectiveness in teaching in Mariano C. Pono Elementary School and Montebello Elementary School, Kananga III District, Leyte Division. Situated along the national highway and accessible to all modes of land transportation, the school accommodates 458 across 12 classrooms, emphasizing community support and academic achievements despite infrastructure challenges like the absence of a library and clinic. Thirty seven teachers and 2 school heads participated in the study for the academic year 2023-2024, selected through complete enumeration. Research instruments included a 25-item survey questionnaire using a Five-Point Likert Scale to describe the roles of school head in enhancing classroom effectiveness used by Sudarni, Yasir Arafat, Dessy Wardiah (2021) in their study on "The Supervision Role of the Principal in Improving Teacher Performance at Primary School Level" and the Classroom Observation Tools (COT) to evaluate teaching effectiveness of teachers. This research aims to understand how the roles of school head enhanced teacher effectiveness.

Sampling. The respondents of this study were thirty seven (37) teachers, and 2 school heads assigned in the said locale. 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. The researcher also gathered the rating of teachers in classroom observation using the Classroom Observation Tool (COT) of the teacher-respondents. 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 roles of instructional supervisors in terms of instructional support for teacher effectiveness and efficiency, teacher capability building, curricular enhancement, and assessment of learning outcomes and level of teacher effectiveness through classroom observation. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

III. RESULTS AND DISCUSSION

Table 1
Extent of Performing the Roles as Instructional Leader in terms
of Instructional Support for Teachers' Effectiveness

A	Instructional Support for Teachers' Effectiveness	Weighted Mean	Description	Interpretation
1	Assumes leadership and supervises teachers on the improvement of instructional programs specifically the teaching learning process.	5.0	Strongly Agree	Very High
2	Motivates and supports teacher to attain peak performance.	5.0	Strongly Agree	Very High
3	Assists teacher in identifying strengths and growth areas through monitoring and evaluation.	5.0	Strongly Agree	Very High
4	Provides professional, technical and instructional assistance to teachers and school heads.	5.0	Strongly Agree	Very High
5	Promotes DepEd programs and projects to improve teaching and learning.	5.0	Strongly Agree	Very High
6	Promotes efficiency of teaching and learning in all classes through observation and visitations.	5.0	Strongly Agree	Very High
7	Evaluates performance of teachers.	5.0	Strongly Agree	Very High
	AVERAGE	**5.00**	**Strongly Agree**	**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 1 evaluates the extent of performing the roles as instructional leader in terms of instructional support for teachers' effectiveness received an average weighted mean of 5.00 which is interpreted as "Very High". The indicators describing the role of instructional supervisor were all rated very high demonstrates that instructional supervisors, through effective leadership, support, and evaluation, significantly enhance teacher effectiveness. By focusing on professional development, providing targeted assistance, and promoting a culture of continuous improvement, school heads can create a robust educational environment that ultimately benefits student learning outcomes. Hence, the role of instructional supervisors in promoting teacher effectiveness is crucial for enhancing the overall quality of education within a school.

Table 2
Extent of Performing the Roles as Instructional Leader
in terms of Teacher Capability Building

B	Teacher Capability Building	Weighted Mean	Description	Interpretation
1	Organizes seminars, workshops, and other in-service training programs.	5.00	Strongly Agree	Very High
2	Conducts seminars, workshops and other services training programs.	5.00	Strongly Agree	Very High
3	Serves as consultant and /or resource persons in INSETS.	5.00	Strongly Agree	Very High
4	Initiates action research designed to improve instruction and academic performance.	5.00	Strongly Agree	Very High
5	Conducts action research designed to improve instruction and academic performance.	5.00	Strongly Agree	Very High
6	Implements, monitors, supervise and assesses the school curriculum to assure higher learning outcomes.	5.00	Strongly Agree	Very High
7	Evaluates learning outcomes vis-a-vis the curriculum.	5.00	Strongly Agree	Very High
8	Recommends changes in policies affecting curriculum and instruction.	5.00	Strongly Agree	Very High
9	Localizes/indigenizes curriculum.	4.95	Strongly Agree	Very High
	AVERAGE	**4.99**	**Strongly Agree**	**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 extent of performing the roles as instructional leader in terms of teacher capability building received an average weighted mean of 4.99 which is interpreted as "Very High". The statement which states that the role of instructional supervisor in providing capability building activities to teachers like in localizes/indigenizes curriculum received a weighted mean of 4.95 which is interpreted as "Very High". All other indicators which describe the extent of performing roles of instructional leader in terms of capability building to teachers received a weighted mean of 5.00 which is very high. This implies that instructional leader has provided the appropriate activities for teachers to develop and enhance their potential in teaching. The very high extent of performing roles as instructional leaders in teacher capability building is characterized by an integrated approach that focuses on professional development, collaborative environments, data-driven practices, supportive supervision, and innovation. By fostering a culture of continuous growth

and learning, instructional leaders significantly enhance the capabilities of teachers, which in turn, leads to improved student outcomes.

Table 3
Extent of Performing the Roles as Instructional Leader
in terms of Curricular Enhancement

C	Curricular Enhancement	Weighted Mean	Description	Interpretation
1	Develops and promotes innovative and effective teaching-learning, approaches, strategies and techniques.	5.00	Strongly Agree	Very High
2	Proposes innovations to improve instruction.	5.00	Strongly Agree	Very High
3	Implements, Innovate an alternative delivery scheme in teaching and learning.	5.00	Strongly Agree	Very High
4	Acts as consultants for all publications.	5.00	Strongly Agree	Very High
	AVERAGE	**5.00**	**Strongly Agree**	**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 3 evaluates the extent of performing the roles as instructional leader in terms of curricular enhancement received an average weighted mean of 5.00 which is interpreted as "Very High". This data describes that school leader is sensitive in providing appropriate and activity-driven curriculum to suit the need of the learners. He formulated innovations and interventions to address the difficulty of the teachers and learners. The very high extent of performing roles as instructional leaders in curricular enhancement is marked by comprehensive involvement in curriculum design, alignment with standards, responsiveness to student needs, focused professional development, collaboration among educators, and robust monitoring and evaluation systems. These roles ensure that the curriculum is not only effective and relevant but also dynamic and adaptable to changing educational requirements.

Table 4
Extent of Performing the Roles as Instructional Leader
in terms of Assessment of Learning Outcomes

D	Assessment of Learning Outcomes	Weighted Mean	Description	Interpretation
1	Undertakes periodic evaluation of learner's achievement as basis for INSET and curriculum adaptation.	5.00	Strongly Agree	Very High
2	Guides the teachers in formulating assessment tools.	5.00	Agree	High

3	Checks and provide feedback on the assessment tools used in evaluating learning outcomes.	5.00	Strongly Agree	Very High
4	Evaluates the learners through a test visit.	5.00	Strongly Agree	Very High
5	Uses the result of the assessment in planning for improvement.	5.00	Strongly Agree	Very High
	AVERAGE	**5.00**	**Strongly Agree**	**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 4 evaluates the extent of performing the roles as instructional leader in terms of assessment of learning outcomes received an average weighted mean of 5.00 which is interpreted as "Very High". All the key aspects found in the survey received a rating of 5 which is very high. This demonstrates that school head review and analyze the result of periodic assessment of the learners and provide appropriate assistance to teachers through the conduct of LAC sessions or in-service trainings to teachers. Further, school head also guides teachers in formulating assessment tools, checks and give feedback before it will be administered to the learners. This role of school head is crucial in attaining success in the educational endeavor of the learners.

Table 5
Performance Rating for the Proficient Teachers

	Performance Indicators	Weighted Mean	Interpretation
1	Apply knowledge and content within and across curriculum learning areas.	4.10	Very Satisfactory
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.12	Very Satisfactory
3	Applied a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills.	4.12	Very Satisfactory
4	Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	5.00	Outstanding
5	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.06	Very Satisfactory
6	Maintained learning environments that promote fairness, respect and care to encourage learning.	4.18	Very Satisfactory
7	Established a learner-centered culture by using teaching strategies that responds to their linguistic, cultural, socio-economic and religious backgrounds.	4.03	Very Satisfactory

8	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	4.03	Very Satisfactory
9	Used strategies for providing timely, accurate and constructive feedback to improve learner performance.	4.05	Very Satisfactory
	AVERAGE	**4.19**	**Very Satisfactory**

Legend:

RANGES	*INTERPRETATION*
4.50-5.00	*Outstanding*
3.50-4.49	*Very Satisfactory*
2.50-3.49	*Satisfactory*
1.50-2.49	*Unsatisfactory*
Below 1.50	*Poor*

Table 5 assesses the performance of proficient teachers in classroom observation using the Classroom Observation Tool (COT) for quarter 1 to measure teachers' effectiveness in the delivery of the lesson. The data revealed an average weighted mean of 4.19 which is interpreted as "Very Satisfactory". With the assistance and guidance of the school head, the proficient teachers were able to achieve a very satisfactory performance rating in terms of teaching and learning. The performance indicators which state that "teachers adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups", and "established a learner-centered culture by using teaching strategies that responds to their linguistic, cultural, socio-economic and religious backgrounds. received the lowest rating of 4.03 but it falls under the range of very satisfactory. The teachers' very satisfactory performance in adapting culturally appropriate, learner-centered teaching strategies showcases a commitment to inclusivity and educational equity. By considering students' linguistic, cultural, socio-economic, and religious backgrounds, they not only enhance learning outcomes but also fostering a welcoming, inclusive classroom environment. Overall, the data highlights the significance of such strategies in addressing diverse needs of learners, affirming the importance of continued professional development for teachers in culturally responsive teaching methods to attain outstanding performance.

Table 6
Performance Rating for the Highly Proficient Teachers

	Performance Indicators	Weighted Mean	Interpretation
1	Modified effective application of content knowledge and within and across curriculum learning areas.	4.12	Very Satisfactory
2	Developed and applied teaching strategies to promote critical and creative thinking as well as other higher-order thinking skills.	4.13	Very Satisfactory
3	Modified and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning as well as developed the learner's pride of their language, heritage and culture.	4.15	Very Satisfactory
4	Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.75	Outstanding
5	Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning.	4.16	Very Satisfactory

6	Exhibited a learner-centered culture that promotes success by using teaching strategies that responds to their linguistic, cultural, socio-economic and religious backgrounds.	4.19	Very Satisfactory
7	Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups.	4.13	Very Satisfactory
8	Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.	4.75	Outstanding
9	Modified effective application of content knowledge and within and across curriculum learning areas.	4.12	Very Satisfactory
	AVERAGE	**4.30**	**Very Satisfactory**

Legend:

RANGES	*INTERPRETATION*
4.50-5.00	*Outstanding*
3.50-4.49	*Very Satisfactory*
2.50-3.49	*Satisfactory*
1.50-2.49	*Unsatisfactory*
Below 1.50	*Poor*

Table 6 assesses the performance of highly proficient teachers in classroom observation using the Classroom Observation Tool (COT) for quarter 1 to measure master teachers' effectiveness in the delivery of the lesson. It was revealed on the data that the performance of highly proficient teachers in classroom observation using the Classroom Observation Tool (COT) for quarter 1 received an average weighted mean of 4.30 which is interpreted as "Very Satisfactory". This data describes that highly proficient teachers excel in instructional strategies, classroom management, and lesson planning. This means that highly proficient teachers create activities which are engaging, their classroom is well-organized and prepare effective lessons that meet or exceed educational standards. It was also revealed on the table that highly proficient teachers received an outstanding performance from their school head on the indicators which state that "highly proficient teachers exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures and they used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning". This data describes that highly proficient teachers are excellent in providing a classroom which is safe for learning with varied and different learning materials available for utilization of each learner during teaching and learning activities. Further, they used certain strategies that will boost the interest of the learners to achieve their educational goals through the giving of feedback and constructive criticism in the output and performance of the learners in certain activities provided by the highly proficient teachers.

Table 7

Test of Relationships

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Roles of Instructional Leaders vs Performance of Proficient Teachers	0.68	0.401	0.339	Reject Ho	Significant Relationship (Moderate)
Roles of Instructional Leaders vs Performance of Highly Proficient Teachers	0.84	0.583	0.346	Reject Ho	Significant Relationship (Very Strong)

Table 7 presents the results of tests examining the relationships between the roles of instructional leader and performance of proficient and highly proficient teachers in the conduct of classroom observations. It was revealed on the table that the correlation coefficient (r) for proficient teachers indicates a moderate positive relationship versus the performing roles of instructional supervisor with the r value of 0.68. The computed value or t (0.401) for the relationship exceed the critical table value of 0.339 at a significance level of 0.05, leading to the rejection of the null hypothesis (Ho) and confirming a statistically significant relationship between the roles of instructional supervision of school head and performance of proficient teachers during classroom observations. This suggests that the very high level of instructional supervision of school head leads to a very satisfactory performance of proficient teachers to make them effective. The data implies that the positive influence of school head's role on teaching quality, showing that effective leadership and structured supervision are crucial to fostering proficient and improved instructional practices of teachers. Further, the table also shows the test of relationship between the role of instructional leader and performance of highly proficient teachers on classroom observation. It was shown on the table that the correlation coefficient (r) for highly proficient teachers indicates a very strong positive relationship versus the role of instructional leader with the r value of 0.84. The computer value or t (0.583) for the relationship exceed the critical value of 0.346 at a significance level of 0.05, leading to the rejection of the null hypothesis (Ho) and confirming a statistically significant relationship between the roles of instructional supervision of school head and performance of highly proficient teachers during classroom observations. This data describes the important role of instructional leader in influencing the highly proficient teachers to be more effective than expected. This implies effective instructional leadership practices through the provision of guidance, support, feedback, and professional development which significantly enhances the teaching performance of highly proficient teachers making them effective in the teaching and learning. This correlation highlights the importance of active leadership of school heads in fostering a school environment where skilled teachers are continuously supported, encouraged to innovate, and motivated to perform at its best.

IV. CONCLUSIONS

The study indicates that instructional supervision is not merely administrative but a pivotal element in shaping teacher quality and classroom effectiveness. Schools that prioritize a robust, supportive, and well-rounded approach to instructional supervision are likely to see more effective teaching and improved student learning outcomes. Hence, it is important that school head may possess and master the necessary roles as instructional supervisor to support, guide and provide the necessary feedback for the improvement of teaching aiming at achieving the desired learning outcomes of the learners so as making them effective deliverer and facilitators of learning. Therefore, a holistic approach to supervision yields better results in teaching and learning.

V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated to achieve the desired goal of the study.
2. Teachers must provide appropriate activities which will engage learners in feedback-driven learning.
3. Encourage learners to participate actively in the teaching and learning process through the utilization of differentiated and varied learning resources and activities.
4. Teachers should be open to ongoing training, workshops, and mentorship provided by instructional supervisors, especially in areas of instructional support, new teaching methodologies, and curricular improvements.
5. Teachers must actively participate in feedback sessions, share insights with instructional supervisors, and collaborate in setting goals to optimize classroom strategies and instructional practices.

6.   Teachers must leverage assessment feedback from supervisors to refine teaching methods and use data to track progress, focusing on evidence-based strategies to enhance classroom effectiveness.

7.   Support supervisors in their roles by creating an environment that values instructional supervision and positions it as a collaborative effort to improve teaching quality.

8.   School Heads ensure that adequate resources are available for teacher training, workshops, and other professional development opportunities, recognizing their direct impact on classroom effectiveness.

9.   School Heads use data from instructional supervisors to make informed decisions about school programs, curriculum adjustments, and areas requiring targeted support for teachers, and

10.   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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