
Effectiveness of Instructional Supervision of School Head in Improving the Teaching Delivery of Teachers and Students' Performance

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ABSTRACT

This study evaluates the effectiveness of instructional supervision by school heads in enhancing teachers' instructional delivery and improving student performance. Adopting a descriptive-correlational research design, it focuses on Seguinon National High School in the Albuera North District of Leyte Division. The study involved thirty-nine (39) teachers, one school head, and 991 enrolled students as respondents. Two types of instruments were utilized in this research. Part 1 included a survey questionnaire assessing the extent of instructional supervision conducted by the school head, adapted from Medallion et al. (2017). Part 2 evaluated instructional quality based on the survey developed by Hung & Thuy (2021) in their study, "Reflective Teaching Perceived and Practiced by EFL Teachers: A Case in the South of Vietnam." To assess student performance, the researcher gathered the Grade Point Average (GPA) for all subjects from Quarter 1. Statistical tools employed in the analysis included Simple Percentage, Weighted Mean, and Pearson correlation (r) to evaluate the relationships among the variables. The findings revealed a significant relationship between the extent of instructional supervision conducted by the school head and the level of teaching delivery by teachers. Additionally, a notable correlation was found between the quality of teaching delivery and the academic performance of students in Quarter 1. Thus, the result shows that schools can create a more effective instructional environment that enhances teaching delivery and, consequently, improves student academic performance.

Keywords — Extent, Implementation, Classroom Management Strategies, Performance, Elementary Teachers

I. INTRODUCTION

Quality teaching and instruction are the necessary conditions for successful learning in the classroom. Supervision in the classroom is one of the most important roles of the instructional supervisor to help improve the performance of the teachers in teaching and instruction. Good supervision involves activities that aid, direct and inform teachers of what should be done or have been done and not merely finding faults in the teachers teaching. In the literature on instructional sciences, clinical supervision is a type of supervision that meets the stated requirements of good supervision. In contemporary supervisory practice clinical supervision is preferred to general supervision due to its thorough and help-oriented nature. It brings about mutual understanding and cooperation between the supervisor and supervisee because in clinical supervision the supervisee is more willing to assist and cooperate with the diagnosis and prescription process (Sarfo & Cudjoe, 2016).

The researcher, an advocate of clinical supervision strategies would like to delve in determining the effectiveness of this type of supervision because it is believed that clinical supervision will help teachers in improving instructional quality. Instructional quality, which is generally considered an “elusive” concept (Brown and Kurzweil, 2017), refers to the degree to which instruction is effective, efficient, and engaging.

One of the factors considered significant in the transfer of knowledge is the ability of the teachers to effectively convey what is supposed to be taught. The interaction between the student and the teacher will always be considered an important component of the educative process. Student supervision will never be effective unless learning takes place because learning encompasses blending of unique experiences between the teacher and the student. In the clinical setting the clinical instructors perform the role of a coach and a mentor of the student who expect nothing but a meaningful journey throughout their clinical learning experience. Clinical instructors set the tone for learning thus, how they execute clinical supervision, manage the activities, and their deportment and bearing basically affects students’ learning.

Clinical supervision is considered the strongest element in the clinical practice setting since it is during this interaction where students develop not only the competencies required of a beginning practitioner but also the essentials of being a professional. Often, students expect much from their clinical instructors when supervision is concerned. This is an acceptable fact because students consider their clinical instructors as “experts” and themselves “novices”.

One of the duties of a school principal is to act as a supervisor for teachers and school staff (Erdianti, 2014; Subandi, 2018). Thus, it shows that a school principal is obliged to conduct educational supervision to develop their professionalism as a form of service to teachers and staff (Messi et al., 2018; Suradi, 2018). Furthermore, the implementation of supervision activities in teacher learning aims to identify teachers' understanding of their weaknesses and mistakes that are often made so that they need to be addressed to obtain improvements for better learning improvement (Aldaihani, 2017; Magen-Nagar, N., Firstater, 2019). Supervision is an aid to develop mastery of teaching and learning situations towards a better state (Flores, 2018; Wahyu, 2020). Supervision provides direction and conducts a critical assessment of the teaching process (Alwis et al., 2020; Beckers et al., 2016). It can be concluded that educational supervision is a service and assistance effort in guidance for improving the teaching process. In the context of school education, the quality of learning reflects the professional abilities of teachers (Caena, 2014; Nasser, 2017). Therefore, educational supervision is interested in efforts to improve the professional abilities of teachers, which will ultimately have an impact on improving learning processes and outcomes. Thus, it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness of clinical supervision in improving instructional quality and students’ outcomes. A proposed instructional supervision plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching 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 evaluates the effectiveness of instructional supervision of school head in improving the teaching delivery of teachers and students' performance in Seguinon National High School, Albuera North 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 conducted by the school heads?
2. What is the level of teaching delivery of teachers?
3. What is the academic performance of the students in quarter 1?
4. Is there a significant relationship between the extent of instructional supervision conducted by the school heads and the level of teaching delivery of teachers?

5. Is there a significant relationship between the level of teaching delivery of teachers and academic performance of the students in quarter 1?
6. 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 evaluate the effectiveness of instructional supervision of school head in improving the teaching delivery of teachers and students' performance. Seguinon National High School, Albuera North District, Leyte Division is the locale of the study and thirty-nine (39) teachers, 1 school head and 991 students enrolled are the respondents of the study. There are two types of instruments used in the study. Part 1 is a survey questionnaire which describes the extent of instructional supervision conducted by the school head which were taken from the study used by Medallion et al., 2017, while Part 2 which determines the level of teacher instructional quality, the researcher used the survey of Hung & Thuy (2021) in their study entitled, "Reflective Teaching Perceived and Practiced by EFL Teachers-A Case in the South of Vietnam". To measure the performance of the students, the researcher gathers the grade point average for quarter 1 in all learning areas. Simple Percentage, Weighted Mean and Pearson r were the statistical tools used to determine the effectiveness of the variables of the study. This research aims to understand the effectiveness of instructional supervision conducted by the school head in improving the teaching delivery of teachers and performance of students. A proposed instructional supervision plan was formulated based on the findings of the study.

Sampling. The respondents of this study were thirty-nine (39) teachers, 1 school head and 991 students. 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 previous year IPCRF rating 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 materials 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 was used to evaluate the effectiveness of instructional supervision of school head in improving the teaching delivery of teachers and students' performance. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

III. RESULTS AND DISCUSSION

TABLE 1
EXTENT OF INSTRUCTIONAL SUPERVISION OF SCHOOL HEAD

	Statements	Weighted Mean	Description	Interpretation
1	Specifies the expected learning outcomes on the care of specific type/s of clients	4.10	Often	High
2	Provides opportunities to develop the learning outcomes/competencies	3.66	Often	High
3	Applies and maintains appropriate discipline.	3.89	Often	High
4	Helps students to learn how to learn and to take responsibility for their own learning	4.00	Often	High
5	selected references/learning materials/worksheets or exercises/ opportunities to enhance cognitive competencies	3.89	Often	High
6	coaching strategies to develop psychomotor competencies on the care of specific types of clients	3.77	Often	High
7	mentoring opportunities to address the students' affective/attitudinal competencies and learning needs, concerns/problems	3.85	Often	High
8	adequate feedback on clinical performance at each stage in the Learning process	3.67	Often	High
9	Conducts pre and post clinical conferences	3.71	Often	High
10	Starts and dismisses students on time	3.85	Often	High
11	Monitors students' attendance.	3.66	Often	High
12	Respects diverse talents and ways of learning.	3.77	Often	High
13	Evaluates the students by determining with them their progress in attaining specific learning outcomes /competencies	3.89	Often	High
14	Provides copies of appropriate performance evaluation tools which contain the indicators of achievement of terminal competencies	3.94	Often	High
15	Orients students to organizational/unit structure, physical set-up, ward personnel and policies and regulations	3.97	Often	High
16	Discusses clinical focus, requirements, grading system and expectations of the clinical exposure	3.90	Often	High

17	Maintains a safe environment for learning	3.97	Often	High
18	Is well-prepared and well-organized.	3.99	Often	High
19	Guides students in integrating knowledge into practice through direct participation in client care	4.01	Often	High
20	Maintains a climate of learning by using time wisely.	4.00	Often	High
	AVERAGE	3.87	Often	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 the extent of instructional supervision conducted by school heads with respect to teachers. The findings indicate an average weighted mean score of 3.87, which is interpreted as "High." This suggests that school heads are actively engaged in overseeing and supporting teachers in their instructional practices. A high level of instructional supervision is crucial for fostering professional growth among teachers, encouraging the adoption of innovative teaching methods and improving classroom management. The implications of this finding highlight the need for school leaders to prioritize effective supervision, providing constructive feedback and support to enhance teacher development. Moreover, such active supervision may lead to improved student outcomes, as it encourages teachers to refine their instructional strategies. Investing in strong supervisory practices not only benefits educators but also enhances academic performance among students, demonstrating the vital role of effective leadership in education.

TABLE 2
LEVEL OF INSTRUCTIONAL DELIVERY OF TEACHERS

	Statements	Weighted Mean	Description	Interpretation
1	I can quickly react to teaching problems happening in class.	4.01	Often	High
2	I notice students' attitudes during the teaching process.	3.66	Often	High
3	I adjust my instruction or activities based on students' attitudes in class.	3.56	Often	High
4	I try to understand my purposes, intentions, and feeling in any teaching activities	3.78	Often	High
5	Before class, I plan the lesson and anticipate what may happen and try to find a solution for that.	3.68	Often	High
6	After class, I look back on what happened in class.	3.71	Often	High

7	After class, I try to find out the reasons for teaching problems in the previous lesson.	3.56	Often	High
8	I analyze my teaching activities based on the objectives of my lessons to make some changes in the future.	3.61	Often	High
9	I can figure out teaching problems happening in class.	3.56	Often	High
10	I document my teaching experience using a reflective journal.	3.35	Sometimes	High
11	I record videos or audios of my teaching practice and reflect upon them.	3.28	Sometimes	High
12	I collect a teaching portfolio to reflect on my teaching.	3.31	Sometimes	High
13	I research repeated teaching issues to reflect my teaching practice.	3.42	Sometimes	High
14	I use peer observation to reflect on my teaching practice.	3.28	Sometimes	High
15	I and my colleagues work together to have an observation and reflect on each other teaching.	3.21	Sometimes	High
16	I join a study-group with other teachers where we discuss on our lesson plan, have an observation and reflect on our teaching	3.90	Often	High
17	The supervisor in my school visit classrooms to observe and give feedback. I reflect on my teaching based on their feedback.	3.97	Often	High
18	I attend teaching workshops and reflect on my teaching practice based on them.	3.99	Often	High
19	I collect students' feedback and reflect upon them.	4.01	Often	High
20	I collect the feedback from the instructional supervision conduct and reflect on the needs for improvement.	4.00	Often	High
	AVERAGE	3.64	Often	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 2 evaluates the level of instructional delivery among teachers, yielding an average weighted mean score of 3.64, which is interpreted as "High." This suggests that teachers are effectively implementing instructional strategies, demonstrating competency in lesson delivery and student engagement. A high score emphasizes the significance of quality instructional delivery in enhancing student learning outcomes. It indicates that teachers are knowledgeable in

their subjects and skilled at creating interactive learning environments. The implications of these findings are vital for both teachers and educational leaders. Teachers should prioritize the continuous development of their instructional delivery skills through professional development opportunities. For school administrators, the positive results highlight the effectiveness of existing training programs, suggesting the need for ongoing investment in professional development and fostering collaboration among educators to enhance instructional effectiveness throughout the school. This ultimately contributes to improved student performance and satisfaction.

TABLE 3
LEVEL OF ACADEMIC PERFORMANCE OF STUDENTS

No.	INTERPRETATION	SCALE	FREQUENCY	PERCENTAGE
5	Outstanding	90-100	9	22
4	Very Satisfactory	85-89	8	20
3	Satisfactory	80-84	12	29
2	Fairly Satisfactory	75-79	12	29
1	Did Not Meet Expectation	Below 75	0	0
TOTAL			41	100

Table 3 presents the academic performance levels of secondary students among the 41 respondents. The results show that 9 students (22%) achieved an Outstanding rating (90-100), 8 students (20%) received a Very Satisfactory rating (85-89), while 12 students (29%) fell into the Satisfactory category (80-84). Additionally, 12 students (29%) earned a Fairly Satisfactory rating (75-79). These findings indicate a diverse performance landscape, with 42% of students excelling at Outstanding or Very Satisfactory levels, while 58% are in the Satisfactory or Fairly Satisfactory categories. This suggests that while some students perform well, there is room for improvement among others. The implications for educators include the need for differentiated instruction to support students at various performance levels. Targeted interventions, such as tutoring or mentorship, may be beneficial for those performing below expectations. School administrators should also focus on implementing support systems that address the diverse needs of learners and foster an environment of academic excellence, ultimately leading to improved outcomes for all secondary students.

TABLE 4
TEST OF RELATIONSHIPS

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional Supervision and Instructional Quality of Teachers	0.86	3.942	0.424	Reject Ho	Significant Relationship (Very Strong)
Instructional Quality and Academic Performance	0.62	1.925	0.664	Reject Ho	Significant Relationship (Moderate)

Table 4 presents the results of tests examining the relationships between the extent of instructional supervision and the instructional quality of teachers. The correlation coefficient ($r=0.86$) reflects a very strong positive relationship, suggesting that as the level of instructional supervision increases, so does the quality of teaching. Moreover, the computed

t-value of 3.942 exceeds the critical table value of 0.424 at a significance level of 0.05, leading to the rejection of the null hypothesis (H_0). This confirms a statistically significant relationship between the extent of instructional supervision and the instructional quality of teachers. These findings highlight the importance of effective instructional supervision in enhancing teaching practices. A strong correlation indicates that when school heads engage actively in supervising and supporting teachers, it can lead to improved instructional methods and overall teaching quality. This could involve providing constructive feedback, offering professional development opportunities, and fostering a culture of continuous improvement. This implies school heads to prioritize effective instructional supervision as a key component of their leadership practices. Investing in training for supervisors to enhance their coaching and feedback abilities can create a more supportive environment for teachers. Concurrently, teachers can benefit from receiving ongoing support, which not only boosts their instructional quality but also contributes to better student outcomes. This collaborative approach can foster a cycle of improvement that ultimately enhances the educational experience for both teachers and students.

Furthermore, the table presents the results of tests examining the relationships between the level of instructional quality of teachers and the academic performance of students. The correlation coefficient ($r=0.62$) indicates a moderately positive relationship, suggesting that improvements in the quality of instruction are associated with better academic performance among students. Additionally, the computed t-value of 1.925 exceeds the critical table value of 0.424 at a significance level of 0.05, leading to the rejection of the null hypothesis (H_0). This confirms a statistically significant relationship between the instructional quality of teachers and student academic performance. The results underscore the critical role that instructional quality plays in shaping student outcomes. A moderate positive correlation suggests that as teachers enhance their instructional practices—through effective lesson planning, engaging teaching methods, and responsive feedback—students are likely to demonstrate improved academic performance. This relationship also implies that teacher professional development aimed at enhancing instructional skills can yield tangible benefits for student achievement. Hence, school heads should prioritize ongoing professional development programs that focus on effective teaching strategies aimed at enhancing instructional quality. Furthermore, regular assessment of teaching methods and their impact on student learning can help identify areas for improvement. By fostering an environment where high-quality instruction is a priority, schools can increase student engagement and learning outcomes, ultimately driving academic success across the board.

IV. CONCLUSIONS

Based on the findings of the study, it can be concluded that there is a significant positive relationship between the extent of instructional supervision conducted by school heads and the level of teaching delivery by teachers. This indicates that effective instructional supervision plays a crucial role in enhancing teachers' instructional practices. When school leaders actively engage in supervising and supporting teachers, it results in improved teaching methodologies and higher instructional quality. Moreover, the study also found a notable correlation between the quality of teaching delivery and the academic performance of students in Quarter 1. This suggests that when teachers deliver high-quality instruction, students are more likely to achieve better academic outcomes. In summary, the study underscores the importance of strong instructional leadership and high-quality teaching in driving student performance. It emphasizes that investing in effective supervision and professional development for teachers can lead to enhanced educational experiences for students, ultimately resulting in improved academic results.

V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated to achieve the desired goal of the study.
2. Prioritize structured instructional supervision through regular classroom observations and feedback sessions to support teachers effectively.

3. Invest in targeted professional development programs to equip teachers with effective instructional strategies and techniques.
4. Create a collaborative culture where teachers can share best practices and support each other through professional learning communities.
5. Establish constructive feedback processes to help teachers reflect on and improve their teaching practices.
6. Actively seek out professional development opportunities to enhance instructional skills.
7. Analyze student performance data to adjust instructional methods for better academic outcomes.
8. Ensure sufficient resources are dedicated to training programs and supervision initiatives, and
9. 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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