

Instructional Supervision Strategies of School Heads and Performance of Teachers

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Abstract —Instructional supervision is a backbone of educational improvement necessary to help educators and educational administrators in doing their jobs in a better fashion. It is needed in education to ensure uniformity and effectiveness in teaching and serves as a tool to promote teaching and learning in schools. One of the responsibilities of the school heads is to conduct instructional supervision to ensure that teachers are doing well in their task to delivery the lessons to the learners. Instructional supervisors need to engage different strategies in the conduct of instructional supervision to make learning meaningful to the learners. Hence, it is in this premise that the researcher decided to conduct this study to determine the significant relationship between the of instructional supervision strategies of school head and performance of teachers based on Classroom Observation Tool (COT. Utilizing the survey adopted from the analysis of Bibon's (2022) Teachers' Instructional Practices and Learners' Academic Achievement in Science and the Classroom Observation Tool (COT), the study revealed a significant relationship between the extent of instructional strategies used by school heads and the performance level of teachers in classroom observation using the Classroom Observation Tool (COT) The high correlation shows that adequate instructional supervision positively impacts teacher performance, contributing to improved teaching practices and better learning outcomes. This finding reiterates the importance of school heads in directing, guiding, and facilitating teachers' growth through formal and purposeful supervision.

Keywords — *Instructional Supervision Strategies, School Heads, Performance, Teachers*

I. INTRODUCTION

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.

Formal education is widely acknowledged to play critical roles in both individual and societal development. It is considered an investment that accrues both private and social returns and hence, is functional for individual and national progress, irrespective of the level at which it is provided (Asafo-Adjaye, 2012). For formal education to achieve its goals, key factors such as school heads and teachers must fully accomplish their roles and responsibilities. Teachers are in the best position to make decisions that directly affect students' well-being and achievement (Stark, McGhee, & Jimerson, 2017). Therefore, one key concern for success of educational institutions is to ensure that teachers are well supervised. As Adu, Akinloye and Olaoye (2014) intimated, supervision (whether internal or external) should be considered a deliberate effort aimed at enhancing the outcomes of each educational institution. It is a process of involving teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement (Sullivan & Glanz, 2013). The term "instructional supervision" refers to the cycle of activities between a supervisor and a teacher targeted

at improving classroom performance (Ekyaw, 2014). Undoubtedly, the most important supervision and guidance in the school setting is that given by the head of the school (Mofareh, 2011).

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.

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.

An instructional supervisor is an experienced and knowledgeable professional who provides guidance, support, and supervision to educators and schools. Their role is multifaceted and encompasses various responsibilities, including curriculum development, instructional leadership, teacher evaluation, and professional development. They work closely with teachers, and other stakeholders to promote effective teaching practices, enhance learner's outcomes, and ensure adherence to educational standards and policies.

One of the primary roles of an instructional supervisor is to support the professional development of educators through the conduct of classroom visitation, provision of appropriate technical assistance and providing the material needs of the teachers to improve the teaching and learning process. 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.

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 instructional supervision strategies employed by the school head in improving the performance of teachers. 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.

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 extent of instructional supervision strategies of school head and performance of teachers based on Classroom Observation Tool (COT) in Genaro B. Lureña National High School, Ormoc District 7, Ormoc City 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?
2. What is the level of performance of teachers in instructional supervision based on Classroom Observation Tool (COT)?
3. Is there a significant relationship between the extent of instructional supervision strategies of school heads and level of performance of teachers in instructional supervision based on Classroom Observation Tool (COT)?
4. What instructional supervision plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This research used descriptive-correlational research design to investigate the relationship between effective instructional supervision strategies of school heads and enhancing instructional practices among elementary teachers. It is descriptive in that it explains the variables-instructional supervision strategies of school heads on direct assistance, group developmental strategy, curriculum development, action research, and teachers' performance in instructional supervision using the Classroom Observation Tool (COT). Moreover, this is also correlational since it determines the correlation between the independent and dependent variables.

This research was held at Genaro B. Lureña National High School, one in Ormoc City District 7, Schools Division of Ormoc City. It is in Barangay San Jose Ormoc City, Leyte. The school is located amid the barangay, 11.67 kilometers away from Ormoc City proper, and accessible to every mode of land transportation. The school is a large type, in terms of size and number of people, and is headed by a principal. It has 34 Junior High teachers and 11 Senior High teachers. The school's campus is significant, with open spaces for students to perform extracurricular activities. The school has a Galuren hall for teachers' meetings and training. All the classrooms are well-designed and equipped with smart TVs for teaching purposes. The school also possesses numerous laboratories, such as computer laboratories with up-to-date computers to be used by students for research, science laboratories for experiments by students, and Workshops where TVL students conduct their hands-on activities. The strong support system of Stakeholders and partners is critical in promoting a rich learning environment in Genaro B. Lureña National High School. Thirty-four (34) teachers and one school head were the participants in the study. The research questionnaires used to collect the respondents' data were divided into two parts. Part 1 of the instrument is a survey on the degree of instructional supervision strategy utilized by school heads in implementing instructional supervision to teachers, including direct assistance, group developmental strategy, curriculum development, and action research. There are four categories, each containing three indicators with 12-item surveys. The teachers under the school head will score the study in explaining the degree of instructional supervision strategies utilized by the school head during instructional supervision activities. The survey was adopted from the analysis of Bibon's (2022) Teachers' Instructional Practices and Learners' Academic Achievement in Science. In addition, in part 2, to identify the performance level of teachers on instructional supervision, the researcher utilized the Classroom Observation Tool (COT) mandated by the Department of Education for non-graded observation for proficient and highly proficient teachers.

Sampling. The thirty-four (34) teachers and 1 school head in Genaro B. Lureña National High School were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principal. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly 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 employed to evaluate the extent of instructional supervision strategies of school head and performance of teachers on instructional supervision based on Classroom Observation Tool (COT). 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	Indicators	Weighted Mean	Description	Interpretation
1	Provision of personal assistance in methods of teaching classroom instruction.	4.32	Always	Very High
2	Observation and assistance in classroom instruction	4.25	Always	Very High
3	Provision of immediate feedback to teachers in instruction	4.40	Always	Very High
4	Gathering teachers together to make important decisions on instructional concerns	4.60	Always	Very High
5	Encouraging collegial groups to achieve instructional goals	4.65	Always	Very High
6	Dealing with group dysfunctional behaviors	4.44	Always	Very High
7	Modification and revision content and material resource for classroom instruction	4.72	Always	Very High
8	Advising teachers on how to implement the curriculum	4.62	Always	Very High
9	Advising teachers on new developments in the curriculum	4.61	Always	Very High
10	Systematically studying classroom activities to plan for how to improve teaching and learning	4.54	Always	Very High
11	Directing teachers to do need assessment based on their classroom instruction	4.50	Always	Very High
12	Encouraging teachers to do self- evaluation to improve teaching and learning	4.45	Always	Very High
	AVERAGE	4.51	Always	Very High

Legend:

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

Table 1 measures the degree of instructional supervision strategies used by school heads and teachers in undertaking instructional supervision activities, with an average weighted mean of 4.51, falling under the "Very High" interpretation. This has shown that school heads carried out instructional supervision consistently with strategies for promoting the teaching and learning process in the classroom. This implies that instructional supervision is strongly emphasized among school heads. The measure that obtains the highest mean, "Modification and revision content and material resource for classroom instruction" (Mean - 4.72, Very High), indicates that school heads prioritize curriculum enhancement and instructional materials production, which is the most critical in teaching. This means they are keenly strengthening learning resources that are aligned with current educational standards and learners' needs. This can also suggest focusing on contextualized and localized instructional materials to enhance teaching delivery.

The greater focus on curriculum adaptation and material updating signifies an active instructional leadership style whereby teaching resources are kept current and effective. Conversely, the indicator assigned the lowest mean says, "Observation and assistance in classroom instruction" (Mean = 4.25, Very High), implying that school heads often observe and guide teachers.

The lower ranking may suggest difficulty observing the classroom because of constraints, workload, or resource access.

This may imply that although school heads offer supervision, other instructional leadership activities may supersede direct classroom interaction.

The comparatively lesser priority on direct observation and support within the classroom might reflect a need for more systematized or regular observation practice to offer feedback to teachers in real-time. Though classroom observation is also rated high, increasing direct teacher support through more observations and feedback sessions would further enhance instructional leadership. Balancing both will result in improved instructional outcomes and better student learning experiences.

Table 2
Performance of Teachers

A	INSTRUCTIONAL PLANNING PRACTICES	Weighted Mean	Interpretation
1	Modified effective application of content knowledge and within and across curriculum learning areas.	5.00	Outstanding
2	Developed and applied teaching strategies to promote critical and creative thinking as well as other higher-order thinking skills.	4.75	Outstanding
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.	4.50	Outstanding
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.	5.0	Outstanding

6	Exhibited a learner-centered culture that promotes success by using teaching strategies that responds to their linguistic, cultural, socio-economic and religious backgrounds.	4.0	Very Satisfactory
7	Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups.	4.75	Outstanding
8	Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.	4.50	Outstanding
9	Modified effective application of content knowledge and within and across curriculum learning areas.	4.75	Outstanding
AVERAGE		4.67	Outstanding

Legend:

<i>RANGES</i>	<i>INTERPRETATION</i>
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
Below 1.499	Poor

Table 2 tests the level of teacher performance using instructional supervision with the Classroom Observation Tool (COT). The results yield an average mean score of 4.67, which is interpreted as Outstanding, which means teachers tend to be highly effective in instructional practices based on classroom supervision observed. That teachers perform Outstanding implies that strategies for instructional supervision, especially using the Classroom Observation Tool (COT), effectively improve teaching quality. The indicators with the highest rating state that "The teacher modified effective application of content knowledge and within and across curriculum learning areas" and "Exhibited effective practices to foster learning environments that promote fairness, respect, and care to encourage learning," reflect high content mastery and effective integration of concepts from one subject area to another. These effectively establish a positive and inclusive learning climate where students feel valued, respected, and encouraged to learn. These dimensions indicate that instructional supervision has helped teachers improve their capacity to adapt and modify their teaching approaches, making learning more meaningful and enjoyable. These indicators reflect solid instructional planning, content delivery, and classroom management, which are critical in building effective learning. Conversely, "The teacher exhibited a learner-centered culture that promotes success by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds" received the lowest rated indicator (Mean = 4.0, Very Satisfactory)—difficulty in entirely modifying teaching strategies to address the varied student backgrounds. There is a need for additional professional development on differentiated instruction and culturally responsive teaching—potential limitations in training or resources for how to best implement learner-centered methods for a highly diverse classroom. The relatively lower rating under learner-centered instruction indicates an area for enhancement, particularly differentiating instruction to address students' varied needs. Thus, the study showcase that teachers demonstrate exemplary performance under instructional supervision using the COT, especially in content mastery and creating positive learning climate. Nevertheless, room for improvement exists in implementing learner-centered strategies addressing students' varied backgrounds. Enhancing culturally responsive teaching practices and personalized learning strategies will further promote instructional quality and students' success.

Table 3
Test of Relationships

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Extent of Instructional Strategies vs COT	0.88	2.569	0.221	Reject Ho	Significant Relationship (Very Strong)

Table 3 tests the relationship between the degree of instructional supervision strategies of school heads and the performance level of teachers in instructional supervision using the Classroom Observation Tool (COT). It was demonstrated in the table that the degree of instructional supervision strategies of school heads and performance level of teachers in instructional supervision according to the Classroom Observation Tool (COT) got a calculated value of t (2.569), is much greater than the tabular value (0.221) at 0.05 level of significance. This statistical significance results in the rejection of the null hypothesis (H_0), establishing a strong and statistically reliable relationship between school heads' instructional strategies and the level of performance of teachers in instructional supervision using the Classroom Observation Tool (COT). The finding proves that instructional supervision is a routine exercise and an essential element in enhancing instructional quality. In addition, the calculated correlation coefficient ($r = 0.88$) shows a highly positive correlation between the instructional supervision strategies of school heads and teachers' performance. This implies that teacher performance increases significantly as instructional supervision quality and coverage increase. The high correlation indicates that effective mentoring, coaching, classroom observation, and instructional feedback by school heads lead to improved teaching practices. This highlights the significance of ongoing instructional supervision for teachers to guarantee quality teaching and learning. Therefore, enhancing instructional supervision structures, giving ongoing support to teachers, and developing a collaborative professional learning culture can also improve student learning outcomes and school effectiveness.

IV. CONCLUSION

Based on the analyses of different aspects of instructional strategies used by school heads and the performance level of teachers in classroom observation using the Classroom Observation Tool (COT) revealed a significant relationship between the variables. The high correlation shows that adequate instructional supervision positively impacts teacher performance, contributing to improved teaching practices and better learning outcomes. This finding reiterates the importance of school heads in directing, guiding, and facilitating teachers' growth through formal and purposeful supervision. The statistical significance of the relationship also verifies that instructional supervision is not just an activity that satisfies compliance requirements but is also a major contributor to professional development and instructional excellence. When school heads habitually employ high-quality supervision practices, teachers will likely improve their instruction, classroom management, and student engagement.

V. RECOMMENDATIONS

1. Apply the recommended instructional supervision plan designed to meet the intended goal of the study.
2. School heads should maintain and develop instructional supervision approaches that use a collaborative and supportive mode instead of evaluative monitoring only.
3. There should be a regular coaching, mentoring, and post-observation feedback sessions for teachers to enhance their pedagogical skills.
4. Hold ongoing capacity-building programs for school heads on successful instructional leadership to improve their supervision methods.
5. Offer teacher training programs to address areas of improvement identified through COT evaluation results.
6. Teachers must be encouraged to reflect on themselves and collaborate with peers based on classroom observation feedback.
7. School heads must utilize COT results and other assessment instruments to craft caused interventions that address teacher needs.

8. Implement a systematic monitoring and evaluation system to monitor teacher improvement over time.
9. Future researchers need to replicate this study to involve places and variables other than those mentioned in this study.

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AUTHOR'S PROFILE



MRS. FLORAMIE B. AGUMEN

Floramie B. Agumen, born on July 11, 1996, Ormoc City, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at JICA-LAO Elementary School, followed by her secondary education at New Ormoc City National High School, where she was deployed for her practice teaching.

Floramie continued her academic journey at Eastern Visayas State University - Ormoc City Campus (EVSU - OCC). During her college year, she was a Congressional Scholar and active member of Theatre Club in EVSU-OCC. Participating in the theatre club significantly boosted her confidence. By taking various roles and performing in front of audiences, she gained a sense of accomplishment and self-assurance. In 2016, she completed her Bachelor of secondary Education major in Biological Science, graduating as Academic Achiever. That same year, she passed the Licensure Examination for Teachers (LET).

After she successfully passed the Licensure Examination for Teachers (LET), she embarked on her teaching journey as a Home-based tutor. Her dedication and passion for education were evident as she honed her skills in this role. In October 2017, she took a significant step forward in her career by joining the Department of Education (DepEd), marking the beginning of her official teaching career within the public education system.

Floramie has continually sought to enhance her professional development. Her dedication to ongoing education drove her to enroll in a Master of Arts in Education (MAEd) program with a focus on School Administration and Supervision. She completed all the academic requirements for her MAEd by May 2024, reflecting her commitment to advancing her expertise in the field.