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HEALTH AND WELLNESS ON TEACHERS' QUALITY OF WORK LIFE: BASIS FOR SELF-DEVELOPMENT PLAN

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Abstract : To guarantee the entire success of the teaching-learning process, instructional supervision is essential to raising the caliber of instruction. This study determines the relationships between supervisors' instructional supervision practices and school heads' performance. Five significant goals were addressed in this study; 1) determine the respondents' characteristics. 2) identify the level of the implementation of the supervisors on instructional supervisory practices as perceived by the respondents. 3) assess the respondents' performance. 4) find the effect of supervisors' instructional supervisory practices on their performance. 5) test the significant difference between the school head's performance and each of their characteristics.

There were 327 respondents involved in the study using adapted and modified questionnaires. The study used purposive sampling to select respondents; analyzed their profiles using descriptive statistics, and used Anova and Pearson r to show significant relationships. Frequency and percentage were used to interpret in-depth interviews.

Results showed that the respondents' attitudes regarding instructional supervision have a significant impact on how it is implemented. The respondents' experience and attitude towards instructional supervisory practice correlate with their performance in instructional supervision, while age, position, highest educational attainment, and related training and seminars attended showed no effect on the respondents' performance. Attitude towards instructional supervisory practices, experience, and related training and seminars can greatly affect the implementation of instructional supervision in schools, while age, position, and highest educational attainment do not directly relate to instructional supervision. It is therefore concluded that instructional supervision is crucial in education, fostering a positive learning environment, fostering teacher development, and improving teacher and learner outcomes. School leaders emphasize its importance in delivering quality education and enhancing teaching proficiency. It is recommended that school heads institutionalize the preparation of instructional supervisory plans, conduct instructional supervision using appropriate strategies, and provide timely, accurate, and specific feedback to school heads and improve teachers' performances.

IndexTerms **– instructional supervisory practices, school heads performance**

I. INTRODUCTION

In pursuit of establishing quality education, DepEd Sulong Edukalidad's third pillar emphasizes the importance of upskilling and reskilling the supervisors and school heads. Their competence is valued as an essential component in raising higher student learning outcomes. To deliver quality basic education services, they need the effective leadership of the school heads. In their capacity as school stewards, they are essential in creating a welcoming and encouraging environment that promotes successful teaching and learning in the classroom. As what MATATAG agenda highlighted in its fourth component, it is the role of the school heads to give support to teachers so they can teach better. As embedded in Republic Act 9155, Section 7, the school district supervisor is in charge of overseeing curricula, delivering professional and instructional guidance and support to school heads, teachers, and facilitators in the district or cluster thereof, as well as carrying out any other duties that may be delegated by appropriate authorities.

Supervisors and school heads play a crucial role in ascertaining whether or not the desired educational results have been achieved. The effectiveness of instruction will suffer and the goals of instruction may not be fully achieved if teachers are not properly supervised. This could also result in poor education and, ultimately, a lack of dedication on the part of teachers, which makes schools useless. In order to properly carry out their leadership responsibilities, school heads must constantly review their lesson plans to determine whether the teachers' delivery of the plans adequately covered the subject matter. In order to accomplish these goals and ultimately enhance education and instructional procedures, the school head needs to be able to supervise the teachers and encourage them to use their talents when needed.

School heads are given the responsibility of overseeing the implementation of curriculum within the schools due to the release of RA 9155 which allows every school head with Authority, Responsibility and Accountability "AURA). The Department of Education has talked about and offered suggestions for raising and preserving the standard of education and the delivery of basic goods and services to all teachers and learners. In addition, school leaders are required to oversee the classroom instruction in their schools as performed by the teachers. Furthermore, to accomplish the educational objectives set by the organization, school heads

have been entrusted with the responsibility of administering instructional supervision in schools. Supervisors were instructed to conduct meaningfully the instructional supervision to all school heads in as much as technical assistance will be administered and extended to each teacher. The focus on supervisors' instructional practices and school heads' performance highlights a potential problem in the current approach to instructional supervision.

As observed, only those school heads who are trained, competent, experienced, and of great professional integrity are promoted to the next position since school supervision is highly vital. Reform initiatives like the Basic Education Sector Reform Agenda (BESRA) have provided opportunities for school heads to become empowered in making professional decisions regarding their professional development either individually or collaboratively with peers and superiors in the school setting. The social support, professional development, and intellectual stimulation of peers and instructional leaders or superiors are necessary for every school leader to regularly review and reflect on their instructional skills, practices, and competencies.

On the other hand, the job of the school heads is to support and improve instructional strategies that will help pupils learn more effectively. By skillfully evaluating performance and the relevant data, school administrators can give teachers insightful criticism and direction that can significantly improve the learning that occurs in each classroom. According to Peter et al. (2021), school administrators need to possess the necessary values, knowledge, and abilities to provide effective supervision. The methods used by school heads for instructional monitoring are seen to be essential to raising academic achievement in the classroom.

Additionally, instructional supervision is the process of advising and assisting school administrators in enhancing their methods of instruction and the academic achievements of their students. It is an essential component of school improvement, as it can help to ensure that all students have access to high-quality instruction. In light of this, the researcher plans to evaluate the performance of school administrators and supervisors in instructional supervision techniques across all public elementary and secondary schools in the 2nd Legislative District of the Division of Misamis Oriental in the academic year 2023–2024.. Hence, the result of the study would then serve as the basis for the Instructional Supervisory Plan.

1.1 Theoretical Framework

This study made use of Robert J. House's Path-Goal Theory (1971) as adapted by the study of Deborah, Kieleko M. et al. (2017). They think that a leader's actions depend on how satisfied, inspired, and productive his or her followers are. According to Path-Goal, a strong leader gives his team members clear guidance, establishes challenging goals, participates in goal setting, and supports them. It has to do with the leader "clearing" the way for the flock to follow. It was created to describe how leaders make their followers' paths obvious and simple to help and encourage them as they work toward the objectives they have established. According to this view, leaders should in particular make the path clear, so followers know which direction to travel and remove obstacles that are preventing them from getting there.

The study by Omogi (2019) concluded that through instructional supervision, teachers can follow directions and refine their pedagogy. Observing classroom sessions by head teachers is important for identifying teachers' strengths and weaknesses when it comes to raising student achievement in the classroom. Supervision of the syllabus coverage is essential to guaranteeing an efficient learning process. Thus, the school administration must make sure that the syllabus is covered. The study suggested that instructional supervision in-service courses be given to head instructors, as it is a requirement for academic success. Instructional supervision is a crucial tool for sanitizing teachers' professional growth as it offers guidance on how poorly they are performing their jobs.

Furthermore, Ngole et al. concluded that since instructional supervision is one of the positions that positively affects students' academic progress, heads of schools should schedule time for it. School administrators must take the initiative to set up in-person meetings with instructors and students. In accordance with the requirements of certain instructors and schools, they should also assist teachers in attending training sessions outside of the classroom. However, to guarantee that instructors and students are effectively motivated to respond favorably to a variety of instructional activities in their schools, education officers should place a strong emphasis on the development and use of technical skills by heads of schools. As a result, educators must be trained in contemporary supervisory techniques like collegial and clinical supervision. In order for teachers to take the initiative to grow personally and receive support from their school administrators, in-service training for educators must be prioritized at educational institutions. To guarantee that they can meet each teacher's specific demands, school leaders should employ a diversified supervision method when supervising instructors in their various institutions.

The requirement for teachers to actively participate in instructional supervision is also emphasized by research. Teachers perform better as creators than as executors when they feel they have control over their work and personal responsibility. To improve their professional development and the apprehension of their classes, competent teachers should be given the freedom to experiment under the supervision of instructional leaders Chien (2018).

As cited by Mufua (2019), principals ought to be aware of how the educational system operates. Leadership functions following the educational policies and text pertinent to their assignment. His priority should be to become well. Goal-oriented education is beneficial because it provides guidance that integrates the demands of the entire school with the individual needs for the growth of those concerned. Oversight is becoming more and more of a continuous procedure to guarantee continued contemplation, discussion, analysis, and preparation to enhance instruction. Educators are leading edge of effective supervision; supervision is in the history, offering the assistance, expertise, and abilities that help educators achieve success.

This study is patterned and modified from the study of Sinues (2021), which concluded that how school leaders oversee instruction has a direct bearing on how instructors conduct instruction, which is shaped by their positive attitudes toward these tasks. Thankfully, cooperation and effective teacher performance are fostered by the regular facilitation of instructional supervision tasks. Teachers should be guided by the best instructional practices developed by their school administration because supervision was put in place to support teachers in developing their professional and instructional skills.

Quality teachers will result from quality teaching supervision, and those teachers will then generate quality students. Because having competent teachers is essential to the success of the students, a stronger emphasis must be placed on teachers' teaching abilities. This view is supported by most researchers who find that teacher quality affects students' achievement (Ismail et al., 2019).

The Department of Education (DepEd) in the Philippines has emphasized the necessity of carrying out ongoing class observations and instructional monitoring to ensure that all students in its charge receive basic education that is of the highest quality. The Philippine Professional Standards for Teachers-Results-Based Performance Management System (PPST-RPMS) has made classroom

observations more objective and standardized in order to assist teachers continued professional development. They are also used for mentoring, coaching, performance reviews, and evaluation. Investing in good teachers is a labor-intensive but ultimately rewarding process. The necessity to enhance school heads' assessment tools goes hand in hand with raising the caliber of school heads. Given all the theories and studies expounded by the psychologists and researchers as to the significance of instructional supervision in the previous studies, the researcher wants to assess the instructional supervision practices and school heads' performance as an intervention for an Instructional Supervisory Plan in the Division of Misamis Oriental during the School Year 2023-2024.

1.2 Conceptual Framework

This study provides a structured approach to analyze the supervisors' instructional supervisory practices and school heads' performance ensuring that variables are considered in the research design and analysis. Researchers can adapt and expand upon this framework to suit the specific context and objectives of this research. Glanz (2021) stated in her study that instructional supervision is an outgrowth of instructional leadership and is mainly concerned with providing classroom teachers with a variety of strategies and approaches (e.g., coaching, mentoring, professional development, action research, clinical supervision, etc.) that encourages instructional dialogue and reflection about the teaching process in a collaborative, ongoing, and non-judgmental manner.

On the other hand, the findings of the study of Terra and Berhanu (2019) indicated some challenges in instructional supervision. They concluded that teachers were not receiving regular or sufficient help from instructional supervisors for professional and curriculum development. Teachers received little training on pedagogical issues or the value of instructional monitoring. Rather than allocating additional time for academic support, they occupy their time with administrative duties. Various obstacles that impacted the efficient execution of supervision were encountered by instructional supervisors. These included issues with choosing and assigning the best candidates to be instructional supervisors, a lack of supervision manuals, an inadequate budget, facilities, and supplies, teachers' resistance to supervision because they were unaware of its significance, principals' excessive workloads, and supervisors' inadequate training. Based on the results, it was suggested that supervisors help teachers on a regular and sufficient basis with professional and curriculum development and that it is preferable to concentrate on academic duties by assigning administrative responsibilities to other staff members.

In connection, to apply general concepts that are integral to the study, Figure 1 shows the schematic presentation showing the interplay between independent, dependent, and intervening variables in the study. The 1st part is respondents' characteristics which include age, experience, position, highest educational attainment, related training/seminars attended, and attitude toward instructional supervisory practices.

The 2nd part is the EPS and PSDSs/PSDICs instructional supervisory practices in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. While the 3rd part is the school heads' performance in terms of instructional planning, knowledge of the curriculum, materials and technology, and lesson preparation.

Supervisors would be more effective in instructional supervision by learning and putting this Instructional Supervisory Plan into practice. The standards for research would continue to offer the needed framework and ethical guidelines simultaneously. With the support of this comprehensive approach, supervisors are able to actively contribute to effective ways to conduct instructional supervision. Ultimately, the collaboration would help teachers to be more competent in teaching, increase school heads' performance in instructional supervision, and help supervisors implement well-planned, comprehensive, and effective instructional supervision in schools.

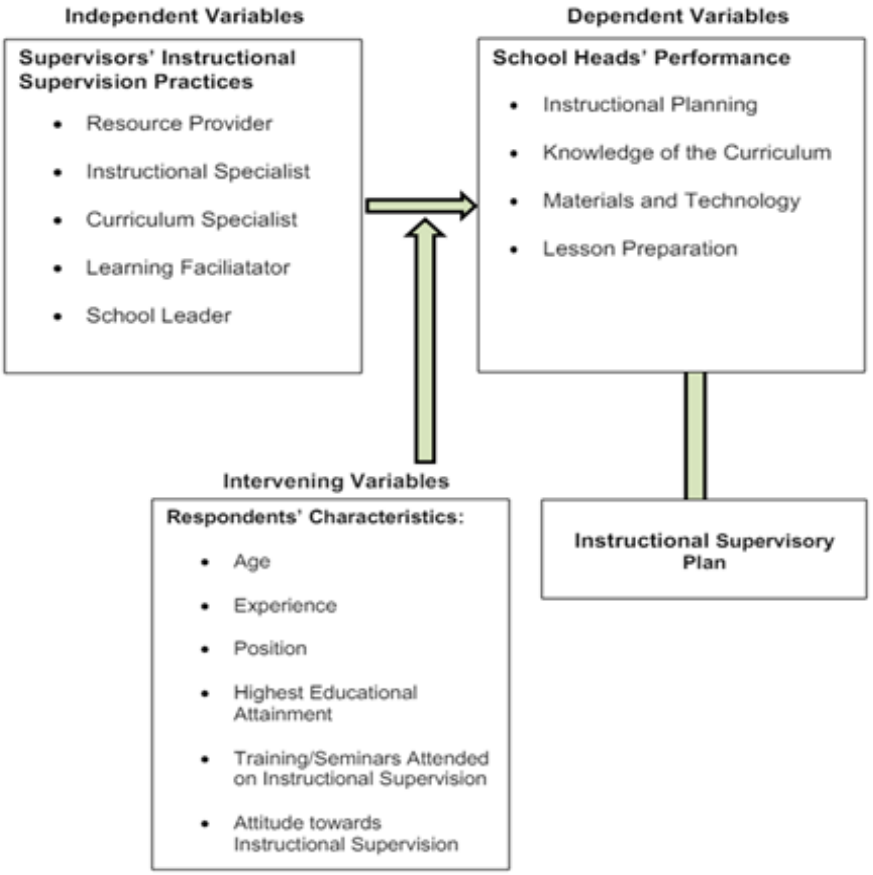

Figure 1. Schematic Presentation Showing the Interplay Between the Independent, Dependent, and Intervening Variables of the Study

1.3 Statement of the Problem

The purpose of this study was to assess the performance of school heads and the degree of instructional supervision procedures used by supervisors in all public elementary and secondary schools in the Division of Misamis Oriental in the academic year 2023–2024. The Instructional Development Plan would be based on the study's findings. Specifically, the study sought to answer the following questions:

1. What are the respondents' characteristics in terms of age, experience, position, highest educational attainment, related training/seminars attended on instructional supervision, and attitude toward instructional supervision?
2. What is the level of supervisors' instructional supervisory practices as perceived by the supervisors and school heads considering resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader?
3. How do the supervisors and school heads assess school heads' performance based on instructional planning, knowledge of the curriculum, materials and technology, and lesson preparation?
4. Is there a significant effect of the supervisor's instructional supervisory practices on school heads' performance?
5. Is there a significant difference in the school head's performance when grouped according to their characteristics?
6. Based on the findings of the study, what instructional development plan on supervisory practices can be formulated?
7.

Hypothesis

Based on the specific problems stated, except Problems 4 and 5, the following null hypotheses were tested at 0.05 level of significance.

Ho1: There is no significant effect of the supervisor's instructional supervisory practices on school heads' performance.

Ho2: There is no significant difference in the school head's performance when grouped according to their characteristics.

2. METHODOLOGY

This section discusses the methods and procedures used in the study: research design, research setting, study population, sample size calculation and sampling techniques, research instrument, validation of the instrument, data gathering procedure, categorization of variables and system of scoring, statistical techniques used in analyzing the data gathered in the study.

2.1 Research Design

The researcher used the descriptive-survey research method in which the quantitative approach allowed the researcher to collect data using a survey questionnaire. The qualitative approach was applied in gathering information through the conduct of in-depth interviews and was followed by focus group discussions. An In-depth Interview and Focus Group Discussion were also conducted to bring out further information and to discuss insights and opinions, points of view, and experiences based on the supervisory practices to confirm the responses from the respondents.

The descriptive method was used to describe the profile of the respondents such as age, teaching experience, position, educational attainment, and related trainings and seminars attended. This research was descriptive since it attempted to find whether the independent variables such as the supervisors' supervisory practices were significantly related to the school head's performance in terms of planning instruction, knowledge of the curriculum, integrating materials, and technology, and implementing the lesson. The method was designed to determine the significant relationship between the school heads' performance and the supervisory practices which include the roles of supervisors as resource providers, instructional specialists, curriculum specialists, learning facilitators, and school leaders. A survey questionnaire patterned and modified from Sinues (2021) was utilized to gather the needed data on the respondents' characteristics in line with the supervisors' instructional supervisory practices on school heads' performance.

2.2 Study Setting

This study was conducted on the public elementary and secondary school heads and supervisors of Misamis Oriental Division for the School Year 2023-2024. The researcher chose to perform the study in these places because the locations were accessible since the researcher is currently stationed in this division. The division of Misamis Oriental comprises the following districts, namely: Magsaysay I, Magsaysay II, Medina North, Medina South, Talisayan, Kinoguitan, Balingoan, Sugbongcogon, Lagonglong, Salay, Balingasag North, Balingasag South, Balingasag Central, Jasaan North, Jasaan South, Villanueva North, Villanueva South, Claveria Central, Claveria Northeast, Claveria West, Tagoloan West, Tagoloan East, Opol East, Opol West, Alubijid East, Alubijid West, Laguindingan, Gitagum, Libertad, Initao North, Initao South, Naawan, Manticao, and Lugait.

As to record, Misamis Oriental is a province in the Philippines' Northern Mindanao area. The autonomously administered city of Cagayan de Oro serves as both the province's capital and epicenter. The capital and regional hub of Northern Mindanao, Cagayan de Oro, is the only heavily urbanized city in the province. Gingoog and El Salvador are its two component cities. It has twenty-three (23) municipalities, nine (9) of which are located in the Western portion and fourteen (14) in the Eastern portion.

The DepEd Division of Misamis Oriental was established in 1965. At present, the division is manned by 8,000+ teaching and non-teaching personnel.The Division of Misamis Oriental is one of the most performing divisions when it comes to academic and extra- curricular achievements in the whole of Region X. The division received various awards and recognition in the regional and national. level competitions.

2.3 Research Respondents

This study involved three hundred twenty-seven (327) respondents representing the curriculum program holders named as the supervisors of the Curriculum Implementation Division (CID), namely: Education Program Supervisors (EPSs), PS District Supervisors (PSDSs), PS District In-charge (PSDICs), and the school heads of both elementary, integrated and secondary public schools comprises with the School Principals, Head Teachers and School In-charge of Misamis Oriental Division during the School Year 2023–2024.

Table A
Distribution of Respondents

District	Respondents							Sample Size
	Supervisors			School Heads			Total	
	EPS	PSDSs	PSDICs	Elem.	Integrated	Secondary		
Division Office	14						14	9
Alubijid East		1		7	0	1	9	**8**
Alubijid West		1		8	3	1	13	**11**
Balingasag Central		1		11	1	1	14	9
Balingasag North			1	4	5	4	14	9
Balingasag South		1		10	2	3	16	11
Balingoan			1	8	1	2	12	8
Claveria Central			1	6	1	1	9	6
Claveria Northeast		1		10	3	4	18	11
Claveria West			1	13	1	3	18	11
Gitagum			1	10	1	1	13	8
Initao North			1	6	1	2	10	**9**
Initao South		1		8	2	0	11	**9**
Jasaan North		1		7	1	2	11	7
Jasaan South		1		5	3	3	12	8
Kinoguitan			1	10	1	3	15	10
Lagonglong			1	11	0	3	15	10
Laguindingan		1		9	2	5	17	**15**
Libertad			1	7	1	1	10	6
Lugait			1	7	2	2	12	8
Magsaysay I			1	11	1	2	15	10
Magsaysay II			1	10	4	2	17	12
Manticao		1		13	4	2	20	13
Medina North		1		10	0	5	16	12
Medina South		1		10	1	1	13	8
Naawan		1		12	1	3	17	12
Salay			1	13	2	4	20	**15**
Sugbongcogon			1	16	0	3	20	**17**
Tagoloan East			1	5	1	3	10	**7**
Tagoloan West		1		5	0	4	10	**7**
Talisayan			1	16	2	4	23	**20**
Villanueva North		1		4	0	2	7	4
Villanueva South		1		4	3	3	11	7
Total	**14**	**16**	**16**	**296**	**57**	**82**	**483**	**327**

2.4 Sampling Techniques

The researcher used purposive sampling to calculate the required sample respondents of the study which is reflected as the total number of respondents in every district and as reflected in the supplied table. The sample respondents were reflected based on the total population in the second congressional district. After identifying the total number of respondents, the researcher applied a sampling technique to concentrate on people with particular characteristics considering the actual number of respondents who answered the supplied printed research questionnaire.

The respondents of every participating district were selected through the purposive sampling method. This type of sampling technique allowed the researcher to obtain the whole identified population that best represents the entire population being studied. Table A provides a detailed distribution of respondents by school/district/department.

2.5 Research Instrument

The researcher used the following instruments to gather the necessary data. The research instrument was adapted and modified from the study of Sinues (2021) entitled, "School Heads' Instructional Supervisory Practices on Teachers' Performance: Basis for Instructional Supervisory Plan".

The questionnaire was composed of three parts. Part I inquired about the respondents' characteristics which include age, teaching experience, position, highest educational attainment, related training/seminars attended, and attitude toward instructional supervisory practices. The questions were measured using a Likert scale of agreement with responses that range from 4 (Strongly Agree) to 1 (Strongly Disagree).

Part II assessed the Supervisors'/School heads' supervisory practices that were implemented in conducting the instructional supervision of school heads such as resource providers, instructional specialists, curriculum specialists, learning facilitators, and school leaders. The questions were measured using a Likert scale of agreement with responses that range from 4 (At all times) to 1 (Never).

Comparably, Part III evaluated the performance of the school head and covered the duties of a supervisor who monitors the classroom, supervises instruction, is knowledgeable about the curriculum, integrates materials and technology, and carries out the lesson. The questions were measured using a Likert scale of agreement with responses that range from 4 (At all times) to 1 (Never). Similarly, a survey questionnaire that is patterned and modified from the study of Sinues (2021) entitled "School Heads' Instructional Supervisory Practices on Teachers' Performance: Basis for Instructional Development Plan" was utilized as a primary instrument in determining the data of the study. Also, an in-depth interview and focus group discussion were conducted by the researcher with five participants who were not involved in the sampling of the study.

The result was gathered from the supervisors and school heads respondents with consent through the office of the Schools Division Superintendent. Moreover, the collection of qualitative data through a series of interviews with randomly selected respondents was done using the guide questions prepared for the teachers.

The researcher maximized the use of information and communication technology by creating a form in Google Sheets to reach out to respondents since this is the most accessible way to gather data because of the location of school head-respondents who were situated in some far areas and also for safety purposes.

2.6 Data Gathering Procedure

Several procedures were included in the data collection process for the research project to guarantee participant comfort, thoroughness, and ethical considerations. This all-encompassing strategy demonstrates a dedication to gathering reliable and valid data while upholding the rights and privacy of the respondents. The researcher completed six (6) main steps. These were:

The researcher sought authorization from the school administration. This was crucial to guarantee that the research was carried out following the policies and procedures of the institution. Lists of all the school heads participating in the study were requested by the researcher. This was an essential step in making sure that every participant was counted, and that the study's scope encompassed the whole population of respondents that was being studied.

The researcher used a range of techniques for the survey section to take participants' convenience and preferences into account. This flexibility (in-person, online, or through email and messenger) considers the participants' varying schedules and degrees of comfort using technology. Response rates and data-collecting efficiency were improved by this method. Additionally, an In-depth Interview and Focus Group Discussion were also conducted to bring out further information, and to discuss insights and opinions, points of view, and experiences based on the supervisory practices to confirm the responses from the respondents.

The researcher took the crucial step of giving participants a thorough orientation regarding the study before starting the survey interviews. Likely, the goals of the study, the methods, the possible consequences of their involvement, confidentiality, and consent forms were all covered in this orientation. By taking this step, she made sure that participants were aware of the research's background and context.

In terms of confidentiality and purpose assurance, trust and comfort among participants were valued highly. The researcher emphasized the responses' anonymity and reassured participants that their participation was utilized for the study's academic goals. The researcher included printed copies of consent forms in the set of documents given to participants, even if the purpose of the forms is to further uphold ethical norms. This ethical assurance was crucial for guaranteeing truthful responses from participants. Since consent forms tell participants about their rights, the goals of the study, and how their data was used, they are an essential component of ethical research.

The researcher also did in-depth interviews and focus group discussions to select thirty (30) supervisors and school heads to gather more information about the study. The researcher asked permission from the respondents to answer the questionnaire, and these were distributed and collected online.

Quantitative methods were employed to analyze the data. The numerical data was then analyzed through quantitative methods. The entire procedure demonstrates the researcher's commitment to carry out a thorough and morally sound investigation.

2.7 Categorization of Variables and System of Scoring

The categorizations and its system of scoring are as follows:

Part I. Respondent's Profile

Age

60 years old and above
50 – 59 years old
40 – 49 years old
30 – 39 years old
20 – 29 years old

Teaching Experience

30 years and above
20 – 29 years
10 – 19 years
5 – 9 years
4 years and below

Position

Education Program Supervisor
PS District In-Charge
PS District Supervisor

Highest Educational Attainment

Doctorate Degree
Master's Degree with PhD/EdD Units
Master's Degree
Bachelor's Degree with MA units
Bachelor's Degree

Training/Seminars Attended on Instructional Supervision

International
National
Regional

Attitude toward Instructional Supervisory Practices

Scale	Range	Description	Interpretation
4	3.26 - 4.0	Strongly Agree	Very Positive
3	2.51 - 3.25	Agree	Positive
2	1.76 – 2.50	Disagree	Negative
1	1.00 – 1.75	Strongly Disagree	Very Negative

Part II. Supervisors' Instructional Supervisory Practices and School Heads Performance

Scale	Range	Description	Interpretation
4	3.26 - 4.0	At All Times	Very High
3	2.51 - 3.25	Most of the Time	High
2	1.76 – 2.50	Sometimes	Low
1	1.00 – 1.75	Never	Very Low

2.8 Statistical Treatment of Data

The quantification, analysis, and interpretation of data were aided by the following statistical tool: Descriptive statistics was\ used such as frequency count and percentage to determine the respondents' characteristics such as age, teaching experience, position, educational attainment, and related training and seminars attended.

For Problems 1, 2, and 3, the mean and standard deviation were used to measure the central tendency of the responses and the standard deviation will measure the broadened data of the respondents' attitude towards supervisors and school heads' supervisory practices and the performance level.

Moreover, Problem 4 found that if the survey results were significant, the ANOVA was performed to examine the significant relationship between the respondents' characteristics and the implementation of supervisory practices. Furthermore, Pearson-r was utilized to show the significant effect of the supervisory practices on the supervisor's and school heads' performance.

Finally, the frequency distribution and percentage were applied to interpret the result of the In-depth interview and Focus Group Discussion conducted with supervisors and school head respondents and crafting the proposed Instructional Supervisory Plan for School Year 2024-2025.

3. RESULTS AND DISCUSSION

This chapter discusses the presentation, analysis, and interpretation of the data gathered from the survey questionnaires given to the respondents to determine the level of instructional supervision procedures on the performance of the supervisors and school heads in all public elementary and secondary schools of the Division of Misamis Oriental during the school year 2023–2024. Hence, the result of the study would then serve as the basis for the Instructional Supervisory Plan.

3.1 Results

Problem 1. What are the respondents' characteristics in terms of age, experience, position, highest educational attainment, related training/seminars attended on instructional supervision, and attitude toward instructional supervision?

This problem focuses on supervisors' and school heads' profiles in terms of age, position, highest educational attainment, training/seminars attended, and attitude toward instructional supervisory practices, indicating that they had significant experience and maturity to support and motivate teachers in the classroom. Thus, it plays an important aspect in a successful supervisory plan.

Table 1

Distribution of Supervisors' Characteristics

Variables	Frequency	Percentage
Age		
60 years old and above	1	3.70
50-59 years old	7	25.90
40-49 years old	14	51.90
30-39 years old	5	18.50
20-29 years old	0	0
Total	**27**	**100.00**
Experience		
30 years and above	0	0
20 – 29 years	9	33.33
10 – 19 years	11	40.74
5 – 9 years	6	22.22
4 years and below	1	3.71
Total	**27**	**100.00**
Highest Educational Attainment		
Doctorate Degree	17	63.00
Master's Degree with PhD/EdD Units	8	29.60
Master's Degree	2	7.40
Bachelor's Degree with MA Units	0	0
Bachelor's Degree	0	0
Total	**27**	**100.00**
Position		
Education Program Supervisor	8	29.67
PS District Supervisor	10	37.00
District In-charge	9	33.33
Total	**27**	**100.00**
Training/Seminars Attended on Instructional Supervision		
International	23	85.20
National	3	11.10
Regional	1	3.70
Division	0	0
Total	**27**	**100.00**

Table 1 shows the supervisor-respondents' profile in terms of age and data show that out of 27 respondents, the highest frequency is 14 (51.9%) who are 40-49 years old. This means that the majority of the respondents belonged to the 40-49 years old age bracket. The age factor might not be the biggest influence but results haven't shown a definitive link between age and supervisory effectiveness. Older supervisors have more experience in providing perspective on challenges and the ability to connect with educators at different stages of their careers. The implications of age stereotyping for older supervisors' career potential have received little attention so far (De Vos et al., 2020). To these perceptions, or as a self-fulfilling prophecy, highly qualified older employees may face progressively declining re-employability and barriers to career sustainability (Van der Heijden et al., 2020).

In the meantime, 1 (3.7%) of the supervisor-respondents had the lowest frequency of being 60 years of age or older. This means that a relatively small percentage of the respondents were retirable. This suggests that these teachers will retire from the government service in five years or less. This signifies even more that these educators were merely biding their time to submit their claims and apply for retirement benefits. These teachers were perceived as more personable and upbeat because they appeared content and proficient in their instruction. In the Philippines, 65 is the mandatory retirement age and 60 is the optional retirement age as of right now. This is relatively old for teachers to retire and some teachers cannot enjoy their retirement because of old age which is translated to being sickly. As cited by the Assistant Minority Leader and ACT Teachers Representative Castro (2020) claims that public servants give twenty to thirty years of their lives to serving the country. The government must consider their requests for the ability to retire early to maximize their retirement benefits (Cruz, 2020). The good congressman is advocating for a 56-year-old optional retirement age for public school teachers.

Table 1 also shows the supervisor-respondents' profile in terms of experience and data show that 11 (40.74%) worked for 10-19 years already while only one or 3.7% worked 4 years and below. This means that many supervisor-respondents have worked for 10-19 years. This suggests that they were happy and passionate about their work, which explains why they only worked there for a short while. In addition, many of the supervisors who responded to the survey wanted to continue supervising for longer than ten years. The result shows that the supervisor-respondent's profile in terms of experience has shown that the highest frequency is 11 (40.74%) who worked for 10-19 years. This implies that the supervisors have already worked more than ten years in the division of Misamis Oriental. This portrays that they were dedicated to their functions, their duties, and as well as their responsibilities as internal

stakeholders. Experienced supervisors have likely honed a wider range of skills crucial for effective supervision. This might include providing constructive feedback, conducting effective classroom observations, and facilitating professional development opportunities for school heads the teachers. In the study of Susanti et al. (2020), school supervisors need to act and have the ability to supervise because the supervisor's information will be obtained accurately so that it can be used as a guide to carry out strategies to improve teacher professionalism by optimizing the competencies that must be possessed.

In particular, the supervisor-respondents' profile in terms of experience has the lowest frequency which is only one or 3.71% worked 4 years and below. This means that only a few newly hired supervisors are in our division. They come in with a recent understanding of educational trends and innovative practices they might have encountered during their teacher training or early career. They're likely comfortable using technology for supervision and professional development, potentially introducing new tools or suggesting fresh ways to utilize existing ones. New supervisors often bring a surge of enthusiasm and a willingness to try new approaches. This can be invigorating for a team and spark creative solutions. Having recently been in the classroom themselves, they may be particularly adept at understanding the challenges faced by new teachers and can provide relevant support and mentorship. According to Honig et al. (2019), supervisors take a teaching-and-learning approach – which the authors define as consistently using particular strategies that are characteristic of high-quality teachers and mentors across various apprenticeship settings – to their work with principals in their instructional leadership.

Moreover, the supervisor-respondents' profile in terms of highest educational attainment reveals the highest frequency of 17 (63%) are doctorate degrees. This means that the majority of the respondents are full-fledged doctorate holders. Advanced degrees often involve research skills that can be applied to analyzing student data, identifying areas for improvement, and implementing evidence-based strategies. Graduate programs can hone communication skills, allowing school heads to effectively articulate the school's vision to parents, teachers, and the community. A higher degree can enhance a school head's credibility and give them more authority within the educational system, potentially leading to greater support and resources for the school. According to Aquino et al. (2021), academic achievement has a very strong positive effect on relative productivity. This implies that academic achievement has a larger effect on productivity than it has on wages. Higher academic achievement can indicate stronger foundational skills like critical thinking, problem-solving, communication, and research. These skills are crucial for success in many workplaces and can lead to increased productivity. The process of achieving academically often requires discipline, time management, and a strong work ethic. These qualities translate well to the workplace and can contribute to higher productivity.

In contrast, the supervisor-respondents profile in terms of highest educational attainment the lowest frequency has 2 (7.40 %) Master's Degrees. This means that a minority of the supervisors are at the master's degree level. Some highly successful individuals may not have top academic achievements but possess exceptional creativity, social skills, or emotional intelligence, which are crucial for certain roles. Moreover, a person's drive and passion for their work can significantly impact their productivity regardless of their academic background. Academic achievement can be an indicator of some skills that contribute to productivity, but it's not the only factor. A well-rounded individual with strong motivation and the right fit for the job can be highly productive regardless of their academic record. Afalla et al. (2021) mentioned that the supervisors' level of leadership practices was significantly different when they were grouped based on their highest educational attainment. This suggests that when considering school heads' greatest degree of education, their leadership methods are not comparable. This suggests even further that school administrators with doctorates have more advanced leadership techniques than those with master's degrees.

On the other hand, supervisor-respondents' characteristics in terms of position and data show that the highest frequency is 10 (37%) are PS District Supervisors. This means that many of the supervisor-respondents' are PS District Supervisors. This suggests even more that to advance, teacher responses must have greater accomplishments and experience. This suggests even more that for them to be more productive and content in their chosen roles, they must pursue professional development. As was noted, to remain in the position and advance, teachers should work to increase their efficacy. This could be because a large number of them were driven to improve the lives of the children and were hence pleased with their minimal pay. Teacher promotion can serve as a means of fostering these commendable attributes in educators. Khaliq's (2018) study supports the notion that contented, committed, and motivated educators with greater morale are vital to the educational system. Moreover, instructors benefit from promotions since they come with higher pay, additional responsibility, and a boost to their social standing.

However, the supervisor-respondents' profile in terms of position has the lowest frequency of 8 (29.67%) which is Education Program Supervisor. This implies that supervisor-respondents' are Education Program Supervisors. In general, supervisors' position or designation motivates school heads to perform their leadership role. They should possess good qualifications to be promoted and trusted. Their character also matters in achieving such a designation. They should have excellent achievements to be in the right position and could inspire colleagues and teachers to continue striving and attaining to become one. This suggests that school leaders need to improve their status through graduate studies. This further indicates that they should motivate themselves to improve their status in the department. Some of the reasons for this could be that there are very few supervisor items in their respective stations. Whatever the context of service, being an inspiring school leader is by no means a simple undertaking. However, the core operational concepts for educational leadership remain the same (Aquino et al. 2021). Effective supervisors should be self-aware and accountable, displaying professionalism and ethical behavior. They should also be effective communicators, able to articulate goals and expectations clearly and provide constructive feedback. Team building is another essential skill for supervisors, as they should inspire and foster team commitment and trust and encourage group problem-solving.

Additionally, in the supervisor-respondents' profile in terms of related training/seminars attended data show that 23 (85.2%) which is the highest frequency, attended international-level related seminars and trainings. This means that most of the supervisor-respondents have attended international-level related seminars and training. This implies that school leaders recognized the organized training of the academe. This also suggests that school leaders have a good attitude toward the training, which could assist them enhance their supervisory tasks and professional abilities. This might be because these organized related seminars and training courses were very accessible, and, in most cases, all teachers were required to attend. Supervisors are expected to attend these types of related seminars and training. Wibowo et al. (2021), school leaders are important figures in achieving the success of education in a school because they play a key role in facilitating the learning process, fostering teachers, deploying various facilities, and forging cooperation with stakeholders. Therefore, a principal and supervisor are required to have supervisory, managerial, entrepreneurial, personality, and social competencies. Furthermore, as managers and supervisors, principals must develop their leadership capacity while keeping up with the advancement of technology.

In particular, the supervisor-respondents' profile in terms of related training/ seminars attended has its lowest frequency of one (3.7%) at the regional level. This means that supervisors are less likely to attend the regional-level seminar. Supervisors learn how to

create a collaborative environment where open communication and trust are fostered. This benefits the entire school community. Supervisory practices should be aligned with current educational standards and best practices. Training ensures supervisors stay up to date on the latest research and methodologies in instructional leadership. Uche (2018) also stressed that to facilitate and maximize the use of discovered new skills of supervision, school leaders should undergo service training and seminars. According to him, this will enable them to acquire mastery of new skills and to be abreast with new knowledge.

Table 2

Distribution of School Heads' Characteristics

Variables	Frequency	Percentage
Age		
60 years old and above	19	6.30
50-59 years old	128	42.70
40-49 years old	105	34.90
30-39 years old	44	14.50
20-29 years old	4	1.60
Total	**300**	**100**
Experience		
30 years and above	54	18.00
20 – 29 years	114	38.00
10 – 19 years	85	28.33
5 – 9 years	35	11.67
4 years and below	12	4.00
Total	**300**	**100**
Highest Educational Attainment		
Doctorate Degree	41	13.67
Master's Degree with PhD/EdD Units	49	16.33
Master's Degree	79	26.33
Bachelor's Degree with MA Units	129	43.00
Bachelor's Degree	2	0.67
Total	**300**	**100**
Position		
Principal III-IV	3	1.00
Principal I-II	96	32.00
Head Teacher I-III	98	32.67
School In-Charge	103	34.33
Total	**300**	**100**
Training/Seminars Attended on Instructional Supervision		
International	185	61.67
National	45	15.00
Regional	22	7.33
Division	48	16.00
Total	**300**	**100**

Table 2 shows the school head-respondents' descriptive profile in terms of age and data show that out of 300 respondents, 128 (42.7%) are 50-59 years old, which is the highest frequency. This means that the school head-respondents belonged to the 50-59 years old age bracket. This indicates further that the 50-59 years of age group constituted the majority of the supervisor respondents. This suggests that supervisors' lives improve after they turn forty while the school heads are in the 50-59 years bracket. Given that they were more mature and able to handle any teaching problems, this further shows that they possess the necessary skills. This implies that the majority of the respondents had accumulated years of experience in the Department of Education giving them a deeper understanding of curriculum, instruction, teacher and student needs. Their experience within the school itself can provide valuable historical context and established relationships with the teachers, stakeholders, and learners. It was observed that school leaders at this age exhibited greater empathy and positivity in their day-to-day supervising endeavors

According to Dellomas et al. (2022), most school heads belong to middle and late adulthood. This is the age interval where teachers are assumed to gain wide and significant experience so that they can be designated or promoted to managerial positions. This implies that school heads have better leadership practices for themselves the more schools they oversee. Experience is not just about accumulating years; it's about actively engaging with the world and learning from those experiences. It is a continuous process that shapes school leaders into well-rounded individuals ready to face whatever circumstances may occur during their leadership.

On the other hand, 4 (1.6%) are 20-29 years old of the school head-respondents had the lowest frequency. This means that school heads belong to the 20-29 years old bracket. This signifies that the school head's position often requires significant experience in education, including classroom teaching, leadership roles within a school, and potentially even experience in other schools. Younger educators simply have not had the time to accumulate this level of experience. In the Department of Education, to become a Principal 1 position, an applicant must pass a qualifying test. He/ She must have at least five (5) years in the aggregate as Head Teacher, Teacher-In-Charge, Master Teacher, and Teacher III. In the study of Arrieta et al. (2020), they mention that the decision to accept a leadership role will always require reflection and discernment. The power, authority, privileges, and benefits attached to it are enticing, but the duties and responsibilities make a person step back and think about it. When no one else is qualified to lead, tenure and performance become the basis of appointment. Despite lacking the required credentials, particularly educational qualifications, one receives a promotion. Ultimately, the best school head is someone who can strike a balance between experience and fresh perspectives. They should be adaptable, open to new ideas, and possess strong leadership skills. on as academic head because he/she is the most senior among the teachers.

The school head-respondents' descriptive profile in terms of experience has the highest frequency of 114 (38.00%) working for 20-29 years already. This suggests that many of the school heads-respondents had been working for 20 to 29 years. This implies that they were content and enthusiastic about their employment, which explains why they only stayed there for a short time. Aquino et al. (2021) mentioned in their study that teachers' performance is consistent irrespective of age, educational achievement, or significant contributions. Head teachers are more effective teachers than teachers and master teachers in terms of teaching rank and years of experience. Compared to teachers with more years of experience in the classroom, those with less relevant experience demonstrated

worse quality instruction. Compared to master's degree holders, school heads with doctorates receive a higher level of leadership training. Whether the heads of the schools demonstrate a high level of true leadership or not, teachers continue to perform incredibly productively. School heads' minimal years of service to the department thus demonstrated their passion and enjoyment of their work. Without a doubt, a school head's ability to engage teachers and use effective technical assistance in supervision is influenced by their prior teaching experience.

On the other hand, the lowest frequency of 12 (4.00%) of the school head-respondents was 4 years and below. This indicates that a small percentage of the school heads-respondents had been in the classroom for the longest period. School head respondents also have the lowest frequency which is 13 (4.20 %). The data shows that less experience of school heads falls in 4 years and below. Developing strong leadership skills takes time and experience. Less experienced heads might struggle to motivate and inspire teachers, manage conflict, or make tough decisions. This suggests that these educators have invested more time in honing their instructional techniques even more than they have already adapted to the demands of teaching. Younger teachers were therefore more motivated by their apparent efficacy. While it might not always be the case, teaching experience may correlate with teacher effectiveness. As can be seen, a number of the instructors who remained in the department were more proficient and had a wider perspective on education, but they required support when working on technology-related projects. In general, experience has long been recognized as a crucial component of education for each person. It undoubtedly boosts teachers' efficacy and satisfaction in terms of their teaching experience. It was once thought that a teacher could gain better experience the longer they stayed in the field. They can serve the department and the school in a more efficient, fruitful, and satisfying way. Swen (2020) posits that principals made sense of their purpose and motivation, despite the great challenges that they encountered daily. Giving precise instructions about their responsibilities as an educational leader is the first step in making sense. Obstacles are difficult, and giving up is a common emotion.

Give in to your feelings, but don't allow them to define who you are. It is said that young, inexperienced, and inexperienced head teachers with achieving leadership, while older, more experienced, and knowledgeable head teachers of special education practice high-performing leadership (Heli, 2021). Many organizations are finding success with a combination of young and experienced leaders. Young leaders bring fresh ideas and energy, while older leaders provide guidance and stability.

On the other hand, the school-head-respondents descriptive profile in terms of highest educational attainment shows the highest frequency which is 129 (43.20) have bachelor's degrees with MA units. This means that many of the respondents have bachelor's degrees with MA units. With a higher degree, a school head can provide valuable knowledge, but it doesn't replace the importance of experience in the field. School heads who have practical experience working with teachers and students can better understand the realities of the job and apply their knowledge effectively. Because clinical supervision plays a vital role in the education and preparation of counselors-in-training, school heads should have an interest in best practices in supervision, and competency-based supervision has also increased (Cain,2023). This is the reason why school leaders should gain more education.

In particular, the school-head-respondents descriptive profile in terms of highest educational attainment shows the lowest frequency is 2 (0.67%) who graduated with a bachelor's degree. This means that most of the school heads in the division are bachelor's degree graduates. This suggests that they should continue their post-graduate studies to reach a high degree in education. A higher educational experience can be a valuable asset for a school head, but it should be considered alongside other factors like experience, leadership skills, and communication abilities. Systematic supervision along with developmental approaches that emphasize the varying needs of the supervisees based on their level of professional development (Bernard & Goodyear, 2018) are of great importance. Professional development matters because it's a crucial way for people in all fields to stay up-to-date, improve their skills, and advance their careers.

Moreover, the school head-respondents' descriptive profile in terms of position and data show that the highest frequency is 103 (34.4%), which is the Schools in charge. This means that most of the school heads are in the School In-charge position. The duties and functions of a school in charge can vary depending on the specific school's size, location, and structure. The school in charge establishes the school's vision and mission for student learning. This involves setting goals, guiding curriculum development, and fostering a culture of high expectations. Fabelico, F.L. et al. (2021) the school head is the axis around which many elements of the school take precedence. He is in charge of all aspects of the system's operation, including its administrative and academic components. Nearly all of the school's decisions must be made by the president of the institution. As a result, the leader of the school needs to be a director, planner, and judgement-maker. A reputable head of school would organize teams and smaller groups of team members to review ideas or strategies as a working technique.

Furthermore, the school head- respondents have the lowest frequency of 3 (1%), which is the Principal III-IV. This means that only a few of the school heads are in the principal III-IV position. School heads plan and schedule classroom observations (walk-throughs) and individual teacher conferences throughout the year. This may involve focusing on specific grade levels, subjects, or teachers based on school needs. Somehow, a principal who excels at managing a school might not have the necessary skills to be successful in a district-level leadership role, which requires a different skillset like budgeting for multiple schools or managing complex personnel issues across the district. Likewise, there are simply fewer leadership positions at higher levels compared to the number of principals. Promotions can be competitive, and qualified principals might not be chosen due to factors outside their control. Being a principal professional implies that in the area of someone's expertise, the person is at least top 20% among all professional players in the field. However, Bartanen et al. (2019) find that replacing an existing principal with a more experienced principal can reduce the negative impacts on achievement, but the authors do not example different types of experience profiles, such as prior experience as an assistant principal, the most common route to the principalship. Consistent with Bartanen et al. (2019), they find effects are smallest when the principal is promoted and largest when the principal transfers schools. Also, Torres (2019) leadership stability is also critical for building leadership capacity among teachers, which can improve working conditions and reduce turnover.

On the other hand, the table shows that the highest frequency of the school head respondents with a mean percentage of 185 (61.67), attended related seminars/training at the international level. This means that the school heads frequently attended seminars and trainings at the international level. This truly implies that many are school heads in the Division of Misamis Oriental assigned in the entire division. School heads can improve instructional practices like training and seminars that often cover best practices in teaching and learning. School heads can then use this knowledge to support teachers in implementing effective instructional strategies that improve student outcomes. Based on the study of Kombo and Kakuba (2020), seminars, workshops, refresher courses, coaching, and mentoring were critical in sharpening the knowledge and skills of school heads to improve their quality supervisory practices.

Table 3

Distribution of Supervisors' Attitudes towards Instructional Supervisory Practices

Indicators As a Supervisor, I…	Mean	SD	Description
consider instructional supervisory practices to be of great value to the school heads.	4.81	0.79	Strongly Agree
enjoy the instructional supervisory practices of our supervisors as they develop their working performance.	4.81	0.79	Strongly Agree
am willing to extend time on instructional supervisory practices to improve the teaching-learning process.	4.77	0.80	Strongly Agree
like the supervisory practices given by our supervisors.	4.81	0.79	Strongly Agree
feel satisfied with the conferences (Pre-Post) of the supervisory process before supervision.	4.78	0.80	Strongly Agree
describe that the supervisory practices given are practical.	4.78	0.80	Strongly Agree
am willing to spend my time working and following instructional supervisory practices.	4.81	0.79	Strongly Agree
observe the school head who follows the instructional supervisory practices is bound to learners' benefit.	4.85	0.77	Strongly Agree
believe that instructional supervisory practices assist the school head's instructional supervisory practices.	4.86	0.77	Strongly Agree
value the time allotted for the implementation of instructional supervisory practices.	4.81	0.79	Strongly Agree
Overall	**4.81**	**0.79**	**Strongly Agree**

Legend: 4.45 – 5.00 Strongly Agree/Very Positive
3.25 – 4.44 Agree/Positive
2.45 – 3.24 Somewhat Agree/Somewhat Positive
1.75 – 2.44 Disagree/Negative
1.00 – 1.75 Strongly Disagree/Very Negative

Table 3 shows the supervisor-respondents' descriptive profile in terms of their attitude toward continuing professional development. Overall, the supervisor-respondents' descriptive profile in terms of the attitude towards instructional supervisory practices as indicated by the overall mean of 4.81 (SD=0.79) described as Strongly Agree interpreted as Very Positive. This means that the respondents possess a positive attitude toward instructional supervisory practices in the Division of Misamis Oriental. This means further that supervisors in the Misamis Oriental Division are very positive about supervisory practices. Supervisors play a crucial role in promoting positive supervisory practices that benefit both the supervisee and the wider service. Effective supervision can have numerous benefits, including professional development, reflective practice, communication and collaboration, and resilience and well-being. Furthermore, a crucial component of guaranteeing the advancement and development of professionals in any sector is supervisors' attitudes toward ongoing professional development. Continuing professional development, or CPD, is a crucial component of lifetime learning for nurses and is essential to maintaining current skill levels and raising patient care standards.

The main determinants of professional development in instructional supervision are supervisors' attitudes and satisfaction with supervisory techniques, which have a significant and positive correlation with professional development. Both novice and seasoned educators agree that all instructors can gain from instructional supervision; supervision should foster professional development and mutual trust among educators, and novice educators should have access to supervisory options. Supervisory input can help school heads grow and improve, and a lack of consistency in feedback can make it simple for underperforming professionals to slip through the cracks. Rothwell et al. (2021) state that supervisor feedback and continuous professional development (CPD) are critical facilitators of successful clinical supervision in the workplace.

School leaders play a vital role in fostering this culture by modeling the values and behaviors they expect from others and empowering teachers, staff, students, and families to contribute to ongoing improvement efforts. Gallagher and Thordarson (2018) said that a growth mindset lays out how to embed them in the culture of the school. It offers step-by-step guidance for school leaders to help build an approach to teaching and learning that will encourage teachers to embrace challenges.

The indicator As a supervisor, I believe that instructional supervisory practices assist the school head's instructional supervisory practices obtained the highest mean rating of 4.86 (SD=0.77), described as Strongly Agree interpreted as Very Positive. This means further that supervisors' instructional supervisory practices will assist school heads in instructional practices. This suggests that the supervisors who responded had a very positive view regarding instructional supervising procedures. This means that supervisors were delighted to receive assistance from their school principals or master teachers. This suggests that having the desired instructional supervisory practices enhanced their supervisory abilities. Moreover, positive attitudes translate into active support for school leaders. Those who value supervision are more likely to allocate resources for training programs, provide opportunities for classroom observations, and encourage collaboration among teachers. Also, positive attitudes create an environment where supervision is seen as a collaborative and developmental process, not a punitive one. This leads to more constructive feedback and a focus on continuous improvement for teachers.

School administrators foster a growth mentality in their teachers when they view monitoring as a tool for professional development. Instructors get more receptive to criticism and eager to try out novel teaching techniques. According to Kholid and Rohmatika (2019), the true goal of instructional supervision is to support instructors' professional development. Furthermore, a number of studies assert that supervision enhances teachers' professional development and job performance, which in turn promotes better classroom practices and student achievement. Administrators can support and improve teaching strategies that will promote student learning, which makes instructional oversight crucial. Administrators can significantly impact the learning that takes place in each classroom by providing teachers with helpful comments and direction based on their competent analysis of performance and pertinent data.

In particular, the indicator As a supervisor, I am willing to extend time on instructional supervisory practices to improve the teaching-learning process got the lowest mean rating of 4.77 (SD=0.80), described as Strongly Agree and interpreted as Very Positive. This means that the supervisor-respondents have an opinion toward supervisory methods and strongly believe that they are extremely beneficial and important considering that the lowest mean revealed strongly agreed performance. This further signifies

that teachers recognize the importance of scheduled instructional supervision activities in improving the teaching tactics they use despite the result as the lowest mean. This emphasizes further the need to share best practices with colleagues for the benefit of students. In the book Instructional Supervision and Assessment in the 21st Century and Beyond Basilio and Bueno (2021) stated that to produce 21st-century teachers, the schools then be able to adapt instructional supervision and assessment along this line. They added that a supervisor or instructional leader who possesses superior knowledge and skills and works collaboratively in a school environment that fosters the development of a professional learning community extends a helping hand to a professional colleague.

Table 4

Distribution of School Heads' Attitudes toward Instructional Supervisory Practices

Indicators	Mean	SD	Description
As a school head, I…			
Instructional supervisory practices are of great value to school heads.	4.84	0.62	Strongly Agree
Enjoy the instructional supervisory practices of our EPS/PSDS/PSDIC as they develop my performance.	4.66	0.71	Strongly Agree
Willing to extend time on instructional supervisory practices to improve the teaching-learning process.	4.79	0.67	Strongly Agree
Like the supervisory practices given by our supervisors.	4.72	0.67	Strongly Agree
Feel satisfied with the conferences (Pre-Post Conference) towards the instructional supervisory process.	4.71	0.70	Strongly Agree
The supervisory practices given are practical.	4.63	0.72	Strongly Agree
Willing to spend time working and following the instructional supervisory practices.	4.72	0.70	Strongly Agree
Any school head who follows the instructional supervisory practices is bound to be benefited.	4.75	0.66	Strongly Agree
Believes that instructional supervisory practices assist the school head with instructional supervision.	4.78	0.65	Strongly Agree
Values the time allotted for the conduct of instructional supervision.	4.73	0.67	Strongly Agree
Overall	**4.73**	**0.68**	**Strongly Agree**

Legend:
4.45 – 5.00 Strongly Agree/Very Positive
3.25 – 4.44 Agree/Positive
2.45 – 3.24 Somewhat Agree/Somewhat Positive
1.75 – 2.44 Disagree/Negative
1.00 – 1.75 Strongly Disagree/ Very Negative

Table 4 shows the school head-respondents descriptive profile in terms of their attitude toward continuing professional development. Overall, the school head respondents possess a very positive attitude toward instructional supervisory practices as indicated by the overall mean of 4.73 (SD=0.68) described as Strongly Agree and interpreted as Very Positive. This means that most of the school heads strongly agree on having a well-profounded attitude towards continuing professional development. The school head's positive attitude toward instructional supervisory practices can significantly impact the effectiveness of instructional supervision in schools. Research has shown that when school heads possess a positive attitude, it can positively influence teachers' attitudes and perceptions of instructional supervision, according to Berhanu (2024). This, in turn, can lead to better teacher performance, as there is a positive correlation between teacher work performance and their attitudes toward instructional monitoring. High standards for teaching and learning can be coordinated, improved upon, and upheld in schools with the help of effective instructional supervision. However, in the study of Berhanu (2024), it is important to note that teachers' attitudes toward instructional supervision can vary significantly, with some viewing it negatively, particularly if they perceive it as an effort to point fingers or as a form of control and evaluation.

The indicator Instructional supervisory practices are of great value to school heads obtained the highest mean rating of 4.84 (SD=0.62) described as Strongly Agree and interpreted as Very Positive. This means that school heads believe in Instructional supervisory practices which are of great value to them as school heads. This reveals that the school head respondents strongly agree that supervisory practices are of great value. Instructional supervision can help identify areas where teachers excel and areas where they might need additional support. Thus, it encourages a collaborative environment where school heads work alongside teachers, not above them. Open communication and feedback as key components of supervision, promoting a safe space for teachers to share challenges and successes. Basilio and Bueno (2021) stated that the teacher is among the most dominant variables that affect student outcomes, thus, improving the achievement of students.

The indicator The supervisory practices given are very practical and got the lowest mean rating of 4.63 (SD=0.72) described as Strongly Agree and interpreted as Very Positive. This means that the school head respondents believed that the supervision given was an investment in their professional growth, not a punitive measure. Further, it is highly observed that supervisory practices can be adapted to fit the specific needs of the school and its teachers despite the result as the lowest mean. There's no "one-size-fits-all" approach. Moreover, school heads can also learn from the supervisory process. By observing classrooms and engaging with teachers, they gain valuable insights into the school's overall teaching effectiveness. schools. Basilio and Bueno (2021) mentioned that an instructional leader who possesses superior knowledge and skills and works collaboratively in a school environment that fosters the development of a professional learning community extends a helping hand to a professional colleague.

Problem 2. What is the level of practice on supervisors' instructional supervisory practices as perceived by the respondents considering the following: resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader?

Table 5

Distribution of Respondents on Instructional Supervisory Practices as Perceived by the Respondents Considering Resource Provider

Indicators	Supervisor			School Head		
As a Supervisor/School Head, I…	**Mean**	**SD**	**Description**	**Mean**	**SD**	**Description**
demonstrate effective use of time and resources.	3.89	0.32	At all Times	3.60	0.53	At all Times
plan, organize, schedule, and prioritize work to be done.	3.93	0.27	At all Times	3.67	0.49	At all Times
delegate work as appropriate.	**3.37**	**0.84**	**At all Times**	**3.15**	**0.80**	**Most of the Time**
assign staff members according to their strengths.	3.74	0.53	At all Times	3.52	0.61	At all Times
establish an ongoing process for planning and making necessary changes within the school.	3.81	0.48	At all Times	3.59	0.52	At all Times
create a positive climate and nurture creative approaches to change.	3.96	0.19	At all Times	3.77	0.46	At all Times
demonstrate the ability to motivate school heads.	3.96	0.19	At all Times	3.68	0.50	At all Times
know the school heads' strengths about instructional resources that may be helpful to them.	**4.00**	**0.00**	**At all Times**	**3.65**	**0.52**	**At all Times**
Overall	**3.83**	**0.35**	**At all Times**	**3.58**	**0.56**	**At all Times**

Legend: 3.26 – 4.00 At all Times/Very High 1.76 – 2.50 Sometimes/Low
2.51 – 3.25 Most of the Time/High 1.00 – 1.75 Never/Very Low

Table 5 shows the extent of the implementation of the respondents on instructional supervisory practices as perceived by the respondents considering resource providers overall both of the respondents rated it as very high as indicated by the overall mean of 3.83 (SD=0.35) for Supervisors and 3.58 (SD=0.55) for the school heads both described as At All Times and interpreted as Very High. This means that knowing the supervisor's strengths in instructional resources performs that may always be helpful to them while the school head creates a positive climate and nurtures creative approaches to change at all times. Instructional supervisory practices in the context of school heads, principals, and other educational leaders. According to Buagas and Ching (2023) school heads play a crucial role in ensuring the effectiveness and performance of the institution. They are responsible for implementing plans to foster academic achievement transparently and responsibly. The efficient management and utilization of school resources, such as funds, supplies, and equipment, determines the efficacy of any educational program.

As for the supervisors, the indicator As a supervisor, I know the school heads' strengths about instructional resources that may be helpful to them obtained the highest mean rating of 4.00 (SD=0.00) described At all Times and interpreted asVery High. This means that supervisors portray an indicator of the school heads' strengths in instructional resources that may be helpful to them at all times. By understanding the school head's strengths and tailoring your support accordingly, a supervisor can become a valuable asset in maximizing the impact of instructional resources within the school. A supervisor who takes the time to understand the school head's strengths regarding instructional resources demonstrates proactive leadership and a commitment to student success. Through open communication, data analysis, and continuous learning, the supervisor can become a valuable partner in maximizing the impact of educational resources within the school. According to Baggay et al. (2021) supervisory task satisfaction increases when they are given support and attention in terms of providing them with the necessary interventions to assist them in reducing their limitations. Interventions like training programs or clear performance metrics equip supervisors to handle challenges and make confident decisions. This sense of empowerment can be very satisfying.

However, the indicator As a supervisor, I delegate work as appropriate obtained the lowest mean rating of 3.37 (SD=0.0.839), described as At all Times and interpreted as Very High. This means that supervisors manifested a performance and did not rely on the delegation of work. This means further that even though delegation is a powerful tool, there can be downsides if not done carefully. By being aware of these potential downsides and taking steps to mitigate them, you can ensure delegation remains a positive force in your team. According to Mallikarjun (2020) you have to understand that delegating is not about getting rid of work. It is about managing the people you have and making them do the job well. This is in contradiction with the study of Buagas and Ching (2023), who further explain that the effectiveness of instructional supervision varies depending on the nature and methods of supervision. The nature of supervision of school heads is moderately effective, with helping to achieve appropriate educational aims and objectives being a highly effective practice. The principal is highly effective in terms of methods of supervision, while the teacher-in-charge is moderately effective.

As for the school heads, the indicator As a school head, I create a positive climate and nurture creative approaches to change got the highest mean rating of 3.77 (SD=0.457), described as At all times and interpreted as Very High. This means that the school head creates a climate and nurtures creative approaches to change. A school head can create a school environment where teachers and students feel valued, safe to take risks, and empowered to approach challenges with fresh perspectives. This will not only lead to a more positive and enjoyable school experience but also pave the way for lasting and positive change. Instructional supervision is an important aspect of educational management as it can enhance the quality of educational organizations (Maldrine & Kiplangat, 2020). Prioritize physical and emotional safety for everyone. Implement clear anti-bullying policies and promote emotional well-being initiatives. Recognize and reward both academic and non-academic achievements of students and staff. This fosters a sense of accomplishment and motivates everyone.

On the other hand, the indicator As a school head, I delegate work as appropriate obtained the lowest mean rating of 3.15 (SD=0.801), described as Most of the Time and interpreted as Very High. This means that as perceived by the school head-respondents, their school heads had an interest in observation and excellent time management. This implies that they have made use of the time and resources for necessary activities. This indicates that they need to keep track of the educational resources for there are things that could improve learners' academic performance. As observed, essential resources for teachers and learners were

provided and utilized carefully and efficiently. The school has provided resources to help teachers and learners improve their skills. Thus, time was spent on necessary school activities. As a school head, it's their instructional leadership's responsibility to supervise instruction. As posited by Adam and Ogunsanya (2020) found that for principals to be deemed competent in instructional supervision, they should be able to effectively perform their supervisory job with different strategies to ensure discipline, successful learning, and attainment of objectives.

Table 6

Distribution of Respondents on Instructional Supervisory Practices as Perceived by the Respondents Considering Instructional Specialist

Indicators	Supervisor			School Head		
As a Supervisor/School Head, I…	**Mean**	**SD**	**Description**	**Mean**	**SD**	**Description**
demonstrate the ability to evaluate and reinforce appropriate and effective instructional strategies.	3.93	0.27	At all Times	3.52	0.53	At all Times
use knowledge and skill in effective instructional strategies.	3.96	0.19	At all Times	3.61	0.50	At all Times
supervise the school heads using strategies that focus on the improvement of instruction.	3.96	0.19	At all Times	3.61	0.53	At all Times
provide school heads with evidence of continuity between clinical supervision observations.	3.96	0.19	At all Times	3.56	0.55	At all Times
develop intervention procedures designed to identify strengths and remediate weaknesses.	3.93	0.27	At all Times	3.53	0.59	At all Times
conduct conferences effectively with school heads regarding performance.	**4.00**	**0.00**	**At all Times**	**3.61**	**0.53**	**At all Times**
know the importance of student learning objectives to the implementation of the instructional program.	3.99	0.01	At all Times	3.71	0.49	At all Times
communicate to staff and the community the extent to which learning objectives for the school have been mastered.	**3.89**	**0.32**	**At all Times**	**3.65**	**0.52**	**At all Times**
Overall	**3.95**	**0.18**	**At all Times**	**3.60**	**0.53**	**At all Times**

Legend: 3.26 – 4.00 At all Times/Very High 1.76 – 2.50 Sometimes/Low
2.51 – 3.25 Most of the time/High 1.00 – 1.75 Never/Very Low

Table 6 shows the extent of the implementation of the respondents on instructional supervisory practices as perceived by the respondents considering instructional specialists overall both of the respondents indicated the overall mean of 3.95 (SD=0.18) for supervisors described as At all Times and interpreted as Very High, and 3.60 (SD=0.53) for the School Heads and still described as At all Times and interpreted as Very High. These mean that the extent of the implementation of the respondents' instructional supervisory practices as perceived by the respondents, manifested a very high level of performance considering instructional specialists overall, both of the respondents rated it as very high at all times as indicated in the result. It indicates that the school leaders in the division are perceived as instructional specialists who are doing an exceptional job of implementing instructional supervisory practices. They support efficient teaching techniques and guarantee adherence to curricular standards. While they may not be directly involved in day-to-day classroom instruction, school leaders can observe teachers, provide feedback, and recommend resources for improvement. Hence, they create an environment that supports teachers' professional development and provides them with the resources they need to be successful. School leaders work closely with teachers to identify areas for improvement and develop strategies for growth. They may also coach teachers on implementing new curricula or teaching methods.

According to Sumapal and Haramain (2023), the implementation of instructional supervisory practices by school leaders is a crucial aspect of educational systems, aiming to improve teaching, learning, and student outcomes. The literature highlights various perspectives on instructional supervision, emphasizing the role of school leaders as instructional specialists who model support for teachers' instructional goals, promote collaboration and reflection, and facilitate professional growth.

As for the supervisors, the indicator As a supervisor, I conduct conferences effectively with school heads regarding performance obtained the highest mean rating of 4.00 (SD=0.000), described as At all Times and interpreted as Very High. This means that a supervisor always conducts conferences effectively with the school heads regarding performance. This implies that supervisors were at all times held in very high esteem as instructional specialists. This implies that supervisors need to share what they have learned, experienced, and studied. This made them more admirable and inspiring. This indicates that they were considered a provider of best practices in education. As noticed, school heads have a high regard for supervisors' instruction and suggestions. They believed that school heads were adept and expert in instructional practices and undertakings. Ukah and Atah (2021) opined that if there is a collaboration among principals and teachers, it will create control in transmitting knowledge.

In particular, the indicator As a supervisor, I communicate to staff and the community the extent to which learning objectives for the school have been mastered obtained the lowest mean rating of 3.89 (SD=0.32) described as At all Times and interpreted as Very High. This means that a supervisor manifested a performance that can communicate to staff and the community that learning objectives for the school have been mastered. This is done in a transparent, informative, and positive manner, fostering trust and collaboration with both staff and the community. Remember, clear communication is key to building a strong foundation for ongoing school improvement. As opined by Pitpit, (2020), instructional leadership is a condition where school leaders focus on instruction to improve student achievement. They need to perform effectively as an instructional leader. They need to know various instructional strategies which they can impart and suggest to teachers they have observed with the end goal of improving learner's performance.

As for the school heads, the indicator As a school head, I know the importance of student learning objectives to the implementation of the instructional program got the highest mean rating of 3.71 (SD=0.487), described as At all Times and interpreted

as Very High. This means that a school head disclosed a performance knowing the importance of student learning objectives to the implementation of the instructional program frequently at all times. This indicates that school administrators always possessed a high level of expertise and interpersonal skills to deliver instruction that was effective. This suggests that they have given instructors instructional tools to help them learn and become more innovative educators. This suggests that school administrators were adept and informed in implementing successful teaching techniques that would enhance the school's inspirational atmosphere. It was observed that school administrators continued to attend conferences and seminars on instructional management. They have so discussed it in meetings and training sessions held at schools. In the study of Baluyos et al.(2019), school heads' supervision is a contributory factor to their work performance. Strong leadership is essential for creating an environment conducive to learning. Effective supervision helps ensure school heads are making decisions that benefit teacher's achievement.

Specifically, the indicator As a school head, I demonstrate the ability to evaluate and reinforce appropriate and effective instructional strategies obtained the lowest mean rating of 3.52 (SD=0.531), described as At all Times and interpreted as Very High. This means further that as a school head, demonstrated an ability to always evaluate and reinforce appropriate and effective instructional strategies most likely. This indicates that the school heads conducted the pre- and post-conferences regarding the class observations with a very high level of implementation. This suggests that dialogue is important for discernment and for enhancing the process of teaching and learning. They have concentrated on the performance of the students because of efficient instructional supervision.

As can be seen, the goal of the instructional supervision was to support students in improving their performance. Teaching tactics were given to teachers during observation and instructional monitoring. Comighud et al. (2020) satisfaction with and evaluation of the instructional supervision aspect has a higher extent of implementation as perceived by experienced teachers, instructional leaders should provide novice teachers specific instruction and constant monitoring as well as give them initial direction and undivided attention.

Table 7

Distribution of Respondents on Instructional Supervisory Practices as Perceived by the Respondents Considering Curriculum Specialist

Indicators	Supervisor			School Head		
As a Supervisor/School Head, I…	**Mean**	**SD**	**Description**	**Mean**	**SD**	**Description**
focus on knowledge, skills, and ability towards curriculum improvement and staff development.	3.93	0.27	At all Times	3.67	0.49	At all Times
display mastery in the discussion of curriculum planning and implementation.	3.78	0.42	At all Times	3.52	0.54	**At all Times**
guide the school head in delivering accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	3.93	0.27	At all Times	3.62	0.52	At all Times
help the school head select, prepare, and utilize available technology and other instructional materials appropriate to the learners and the learning objectives.	3.97	0.19	At all Times	3.59	0.54	**At all Times**
assist the school head in aligning the lesson objectives, teaching methods, learning activities, and instructional materials or resources appropriate to the learners.	3.96	0.19	At all Times	3.65	0.52	At all Times
develop and organize in-service training programs for school heads and provide continuous and effective professional development.	3.89	0.32	At all Times	3.59	0.55	At all Times
develop and use a variety of appropriate curriculum assessment strategies to monitor and evaluate teaching and learning.	3.93	0.27	At all Times	3.55	0.59	At all Times
create and utilize appropriate instructional planning and implementation.	3.93	0.27	At all Times	3.60	0.56	At all Times
Overall	**3.91**	**0.27**	**At all Times**	**3.60**	**0.54**	**At all Times**

Legend: 3.26 – 4.00 At all Times/Very High 1.76 – 2.50 Sometimes/Low
2.51 – 3.25 Most of the Time/High 1.00 – 1.75 Never/Very Low

Table 7 shows the extent of the implementation of the respondents on instructional supervisory practices as perceived by the respondents considering curriculum specialists with an overall mean of 3.91 (SD=0.27) described as At all Times and interpreted as Very High while 3.60 (SD=0.54) described as At all Times and interpreted as Very High for the school heads. This means that the extent of implementation of the supervisor and school head on the instructional supervisory practices always considering curriculum specialists. This means further that there is an extent of the implementation of the respondents' performance on instructional supervisory practices as perceived by the respondents considering curriculum specialists. In the study of Perrone and Tucker (2019).

Curriculum specialists play a crucial role in the education system, as they are responsible for developing and improving instructional materials, guiding teachers, and analyzing current curriculum frameworks to ensure their effectiveness. They work in consulting, administrative, and supervisory roles that require a deep understanding of best practices for teaching, classroom management, and education theory (Fagin et al.(2019).

As for the supervisors, the indicator As a supervisor, I help the school head select, prepare, and utilize available technology and other instructional materials appropriate to the learners, and the learning objectives obtained the highest mean rating of 3.97 (SD=0.19) described as At all Times and interpreted as Very High. This means that a supervisor helps the school head/supervisor in selecting, preparing, and utilizing available technology and other instructional materials appropriate to the learners and the learning objectives. This implies that an effective supervisor can be a valuable asset to a school head in selecting, preparing, and utilizing technology and instructional materials. The supervisor could guide the school head in conducting a needs assessment to identify the specific learning needs of students, teacher requirements, and the school's budget constraints. A supervisor's expertise acts as a sounding board for the school head. Together, they can weigh the effectiveness of trendy tech against curriculum goals, student needs, and budget limitations. Collaborative research and needs assessments ensure well-rounded choices. This concurs with Mwesiga and Okendo (2018) ascertains that heads of schools have several roles like influencing, encouraging, and helping followers to work towards the attainment of the predetermined education goals. School heads establish a clear vision for the school's future and a mission statement that outlines its core values and goals. This provides a roadmap for everyone to follow.

Meanwhile, the indicator As a supervisor, I display mastery in the discussion of curriculum planning and implementation obtained the lowest mean rating of 3.78 (SD=0.42), described as At all Times and interpreted as Very High. This means that a supervisor displayed mastery in the discussion of curriculum planning and implementation has the lowest frequency. The supervisor could expertly guide discussions on aligning curriculum with learning objectives, standards, and student needs. The supervisor can discuss and advocate for curriculum planning and implementation strategies grounded in educational research and proven effectiveness. Çelebi et al. (2024) mentioned the teachers' noticing was clustered under three categories: curriculum, teaching methods, and conceptual understanding. Teaching methods are the strategies used by teachers to deliver the curriculum. This encompasses a wide range of approaches, from traditional lectures and discussions to project-based learning, cooperative learning, and technology integration.

As for the school heads, the indicator As a school head, I focus on knowledge, skills, and ability towards curriculum improvement and staff development got the highest mean rating of 3.67 (SD=0.49), described as At all Times and interpreted as Very High. This means that a school head had a focus on knowledge, skills, and ability towards curriculum improvement and staff development. This indicates that school administrators have always behaved in a highly professional manner as subject matter experts in their particular institutions. This suggests that they have helped educators. This suggests even more that they have contributed to the development and revision of educational materials used in classrooms. As was evident, they evaluated the resources and curriculum at the school and judged how well it was implemented. As a result, they understood that they played a crucial part in providing high-quality instruction, with duties including making sure that instructional strategies were followed and inspiring educators and students to give their all to provide high-quality basic education.

According to Brouse (2020), the curriculum serves as a guide for instruction, but using it effectively as a classroom teacher or school administrator can require some expertise. Curriculum experts are employed by many schools, and while their main responsibility is to support teachers in implementing the curriculum in a way that fits the needs of all students, they are responsible for much more. Heads of schools or teacher leaders are curricular specialists. Owing to their success and expertise in the classroom, they work with classroom instructors as partners and mentors, helping them with lesson planning, performance analysis, modeling instruction, supporting differentiation, and much more.

On the other hand, the indicator As a school head, I display mastery in the discussion of curriculum planning and implementation obtained the lowest mean rating of 3.52 (SD=0.54), described as At all Times and interpreted as Very High. This means that a school head displayed a mastery in the discussion of curriculum planning and implementation oftentimes. By demonstrating these qualities, you can effectively lead discussions on curriculum planning and implementation, inspiring and empowering your teachers to create an engaging and effective learning environment for all students. Remember, a strong school head is a key factor in a school's success, and your mastery of the curriculum is a valuable asset. Action research, direct assistance, group development, curriculum creation, and professional development are among the principal's supervisory responsibilities. Huizinga et al. (2019) emphasized that the importance and relevance of school leaders' involvement in curriculum development becomes increasingly apparent when curriculum policy is considered. School heads' involvement helps develop a curriculum that is sustainable and can be implemented effectively over time.

According to Shaklee et al. (2019), the involvement of school heads in developing a sustainable curriculum is crucial for its successful implementation and longevity. School leadership plays a significant role in cultivating a culture of sustainability by collaboratively building a unified school vision, embedding sustainability into school policies, fostering outdoor, place-based learning, and promoting a whole-school curriculum.

Table 8

Distribution of Respondents on Instructional Supervisory Practices as Perceived by the Respondents Considering Learning Facilitator

Indicators	**Supervisor**			**School Head**		
As a Supervisor/School Head, I…	**Mean**	**SD**	**Description**	**Mean**	**SD**	**Description**
monitor school heads to determine instruction that includes elements of effective instruction.	3.89	0.32	At all Times	3.66	0.50	At all Times
engage school heads in mutual inquiry which aims for the improvement of instruction.	3.85	0.36	At all Times	3.59	0.51	At all Times
share the responsibility for instructional supervision and teaching improvement.	3.81	0.39	At all Times	3.54	0.61	At all Times

intensifying the conduct of instructional supervision to include all school aspects.	3.89	0.32	At all Times	3.55	0.53	At all Times
provide school heads with an adequate amount of information to become familiar with the supervisory process.	**3.97**	**0.19**	At all Times	**3.65**	**0.51**	**At all Times**
make efforts to reduce school heads' level of anxiety concerning supervisory practices.	3.85	0.36	At all Times	3.55	0.55	At all Times
ensure that all school heads receive supervisory feedback.	3.96	0.19	At all Times	3.67	0.48	At all Times
help school heads identify appropriate teaching and learning processes.	3.80	0.40	At all Times	3.68	0.48	At all Times
Overall	**3.88**	**0.32**	At all Times	**3.61**	**0.52**	**At all Times**

Legend: 3.26 – 4.00 At all Times/Very High 1.76 – 2.50 Sometimes/Low
2.51 – 3.25 Most of the Time/High 1.00 – 1.75 Never/Very Low

Table 8 shows the distribution of the extent of the implementation of the respondents on instructional supervisory practices as perceived by the Supervisor and school heads in consideration as learning facilitators. This data has different indicators as to how extent and often the respondents respond as being a learning facilitator. The Supervisor and school heads have implemented a comprehensive and varied program of instructional supervisory techniques as learning facilitators. It shows the extent of the implementation of the respondents on instructional supervisory practices as perceived by the respondents considering learning facilitators overall both respondents rated it as very high as indicated by the overall mean of 3.88 (SD=0.32) for supervisors and 3.61 (SD=0.52) for the School Heads both described as At All Times and interpreted as Very High. This means that supervisors ensure that all supervisors always receive supervisory feedback while the school heads' appropriate teaching and learning processes are very high at all times as well. The Supervisor and school leaders are putting into practice a wide range of instructional supervisory techniques as learning facilitators. Scholarly literature emphasizes the significance of instructional monitoring in guaranteeing high-quality education and enhancing student achievement. Given U-Sayee and Adomako (2021) the supervisory practices of school heads are crucial in ensuring quality education. They are responsible for reviewing lesson plans, ensuring adherence to the national curriculum, planning class schedules, and supervising both teachers and students. Aside from being responsible for the actions of teachers, support staff, and students, school heads also have a major responsibility to ensure that instruction and learning are the center of clear, quantifiable, and attainable goals.

As for the supervisors, the indicator As a supervisor, I provide school heads with an adequate amount of information to become familiar with the supervisory process obtained the highest mean rating of 3.97 (SD=0.19) described as At all Times and interpreted as Very High. This means that a supervisor could provide technical assistance to the school head with an adequate amount of information to become familiar with the supervisory process. A supervisor should outline the different stages of the cycle, such as pre-observation planning, classroom observation, post-observation feedback, and goal setting. They also provide resources or templates for each stage, making it easier for school heads to implement the process. According to Basilio and Bueno (2021), following the observation, the supervisor is always invited to a session where the strengths, flaws, and emerging difficulties are prayerfully examined. The results were given in a staff briefing or staff meeting at a station.

Meanwhile, the indicator As a supervisor, I help school heads to identify appropriate teaching and learning processes obtained the lowest mean rating of 3.80 (SD=0.40), described as At all Times and interpreted as Very High. This reveals that a supervisor manifested in helping the school heads identify the appropriate teaching and learning process. The supervisor can introduce school heads to various instructional strategies like project-based learning, cooperative learning, or technology integration based on the curriculum and student needs. Supervisors can facilitate discussions with school heads to reflect on the effectiveness of the teaching and learning process and make adjustments as needed. The function of leadership is to build organizational conditions that foster high quality in teaching and produce improvements in learning outcomes (Leithwood, Harris, & Hopkins, 2019).

As for the school heads, the indicator As a school head, I help school heads to identify appropriate teaching and learning processes got the highest mean rating of 3.68 (SD=0.48), described as At all Times and interpreted as Very High. This implies that a school head disposes of helping the teacher identify the appropriate teaching and learning process. The school head can guide teachers in analyzing student data like test scores, engagement levels, and learning styles. This helps identify areas where specific methods might be more effective (e.g., focusing on visual aids for a more visual learner). More so, this could engage learning through having a wider range of teaching methods that can cater to diverse learning styles and keep students more engaged in the learning process. The professional headmaster will supervise the appearance of teachers at their schools, and give positive feedback for the improvement and development of systems and learning methods (Andriani et al., 2018).

In particular, the indicator As a school head, I share the responsibility for instructional supervision and teaching improvement obtained the lowest mean rating of 3.54 (SD=0.61), described as At all Times and interpreted as Very High. This unveils that a school head shares the responsibility for instructional supervision and teaching improvement with the teachers with a sense of responsibility. While not expected to be an expert in every subject, a school head should have a strong understanding of effective teaching practices. This allows them to provide meaningful feedback and support to teachers. provide opportunities for teachers to take ownership of their professional development. This could involve encouraging them to attend relevant workshops, lead professional learning communities (PLCs), or even pilot new teaching methods in their classrooms. This empowers them to become leaders in their own right. Furthermore, Irfan et al. (2018) argue that the academic supervision of school principals plays a very important role and

influences the teaching performance of teachers because it influences improving the quality of teacher teaching resulting from the coaching and improvement of aspects of learning needed by teachers, can also be an encouragement morally to progress so that the teacher always makes improvements to the quality of teaching which is the main task of a teacher.

Table 9, shows the distribution of the extent of the respondents on Instructional supervisory practices as perceived by the respondents considering school leaders. The data have different indicators to cater to the responses of the supervisor and school head as a school leader. The role of the school head as an instructional leader is multifaceted and includes various responsibilities related to curriculum development, instructional supervision, and teacher support. It is expected of the school principal to oversee the curriculum with excellence and to supply sufficient materials to facilitate the teaching and learning process.

A school head can perform a variety of duties and responsibilities, such as head teacher, principal, leader of the school, chief administrative officer, public relations officer, curriculum director, innovator, policymaker, organizer, communicator, perfectionist, and philosopher. In addition to overseeing instruction, curriculum creation, aid evaluation, school-community connections, and administration of staff, student personnel, and school finances, the head of the school bears the following responsibilities. The school head sets the overall direction for instruction in the school. This includes aligning with curriculum standards and promoting specific teaching philosophies.

Table 9

Distribution of Respondents on Instructional Supervisory Practices as Perceived by the Respondents Considering School Leader

Indicators	Supervisor			School Head		
As a Supervisor/School Head, I…	**Mean**	**SD**	**Description**	**Mean**	**SD**	**Description**
place priority on curriculum and instruction issues.	3.93	0.27	At all Times	3.72	0.46	At all Times
create a climate of high expectations characterized by a tone of respect for teachers, students, parents, and the community.	3.89	0.32	At all Times	3.72	0.48	At all Times
function as a leader with direct involvement in instructional policy by communicating the school policies.	3.93	0.27	At all Times	3.71	0.47	At all Times
demonstrate commitment to academic goals, and ability to develop and articulate a clear vision of long-term goals for the school.	3.96	0.19	At all Times	3.74	0.45	At all Times
monitor student progress toward school achievement and teacher effectiveness in achieving goals.	3.93	0.27	At all Times	3.71	0.48	At all Times
consult with others by involving the faculty and other groups in school decision processes.	3.85	0.60	At all Times	3.72	0.47	At all Times
mobilize resources such as materials, time, and support to enable the school and its personnel to meet academic goals.	3.89	0.42	At all Times	3.68	0.49	At all Times
work cooperatively with the staff and the community to develop clear goals that relate to the organization's mission.	3.89	0.42	At all Times	3.77	0.44	At all Times
Overall	**3.91**	**0.35**	**At all Times**	**3.72**	**0.47**	**At all Times**

Legend: 3.26 – 4.00 At all Times/Very High 1.76 – 2.50 Sometimes/Low
2.51 – 3.25 Most of the Time/High 1.00 – 1.75 Never/Very Low

Table 9 shows the extent of the implementation of the respondents on instructional supervisory practices as perceived by the respondents considering school leaders and indicated by the overall mean of 3.91 (SD=0.35) for supervisors and 3.72 (SD=0.47) for the school heads both described as At all Times and interpreted as Very High. This means that both the supervisors and school heads demonstrated a sense of commitment to academic goals, and the ability to develop and articulate a clear vision of long-term goals for the school while the school heads work cooperatively with the staff and the community to develop clear goals that relate to the organization's mission in Misamis Oriental Division. This implies that a supervisor while the school head should focus on growth not 'fault finding, provide positive feedback, and promote professional growth. Instructional supervisory practices are a critical component of effective school leadership, and they encompass a range of strategies and approaches used by school leaders to support and enhance instructional practices in their schools.

These practices are often guided by the supervisory perceptions of school leaders, which are shaped by their values, beliefs, and assumptions about effective instruction and leadership. As posited by Saeed (2020) that heads of the institution give personal and professional help to the teaching faculty for the development of their professional expertise and capabilities. School heads, acting as instructional leaders, can provide a variety of supports to help faculty develop their professional expertise and capabilities.

As for the supervisors, the indicator As a supervisor, I demonstrate commitment to academic goals, and abilities to develop and articulate a clear vision of long-term goals for the school obtained the highest mean rating of 3.96 (SD=0.19) described as At all

Times and interpreted as Very High. This means that the supervisor demonstrates a commitment to academic goals, and the ability to develop and articulate a clear vision of long-term goals for the school and consistently demonstrate commitment to their duties and functions. This reveals that a supervisor demonstrates commitment to academic goals, and the ability to develop and articulate a clear vision of long-term goals for the school. The supervisor should ensure school heads and teachers have access to ongoing professional development opportunities focused on effective teaching methodologies aligned with the school's academic goals. By actively demonstrating their commitment to academic goals and by developing and articulating a compelling long-term vision, a supervisor can inspire and guide the school community toward achieving academic excellence.

Research conducted by Hasanah and Kristiawan (2019) also concluded that the better the implementation of academic supervision, the teacher's performance would increase. According to his research, goal-setting is a valuable aspect of academic supervision because it calls for meticulous preparation during the implementation process. A supervisor plays a critical role in ensuring school heads and teachers have access to professional development (PD) opportunities that align with the school's academic goals and equip them with effective teaching methodologies. A supervisor can ensure school heads and teachers have access to high-quality, relevant professional development that empowers them to adopt effective teaching methods and ultimately contributes to achieving the school's academic goals.

In particular, the indicator As a supervisor, I consult with others by involving the faculty and other groups in school decision processes obtained the lowest mean rating of 3.85 (SD=0.60), described as At all Times and interpreted as Very High. This means that a supervisor is less likely to consult the faculty and other groups in school decision processes but sense of consulting ideas from others. Hence, a supervisor can create a collaborative school environment where informed decisions are made with the best interests of the students in mind. This fosters a sense of shared responsibility for success and ultimately leads to a more positive and productive learning environment. The principal is responsible for influencing, encouraging, guiding, directing, and moving the teachers, staff, students, parents of students, and stakeholders to work together and participate in achieving goals (Kristiawan et al, 2018). The supervisor should communicate the rationale behind decisions made, even if they don't perfectly align with all suggestions received. Transparency builds trust and understanding.

As for the school heads, the indicator As a school head, I work cooperatively with the staff and the community to develop clear goals that relate to the organization's mission got the highest mean rating of 3.77 (SD=0.44) described as At all Times and interpreted as Very High. This means that a school head reveals a sense of working cooperatively with the staff and the community to develop clear goals that relate to the organization's mission. By prioritizing collaboration and ensuring goals connect to the school's mission, the school head sets the stage for a successful and unified effort toward achieving academic excellence and overall student well-being. Through involving staff and community members in brainstorming sessions and discussions, we were able to gather a diverse range of perspectives. This ensured our goals were relevant to the needs of all stakeholders. Brooks and Brooks (2019) stated the importance of meaningful principal preparation and professional development programs that interweave culturally relevant leadership skills, reflective practice, and intercultural understanding in ways that can be locally applied.

On the other hand, the indicator As a school head, I mobilize resources such as materials, time, and support to enable the school and its personnel to meet academic goals obtained the lowest mean rating of 3.68 (SD=0.489) described as At all Tmes and interpreted as Very High. This implies that a school head performs in mobilizing resources such as materials, time, and support to enable the school and its personnel to meet academic goals. This means that as perceived by the teacher respondents, their school heads had a very high interest in observation and excellent time management. This implies that they have made use of the time and resources for necessary activities. This indicates that they need to keep track of the educational resources for there are things that could improve learners' academic performance. As observed, essential resources for teachers and learners were provided and utilized carefully and efficiently.

The school has provided resources to help teachers and learners improve their skills. Thus, time was spent on necessary school activities. Moreover, as posited by Mutisya (2018), in terms of resource mobilization, school principals should be constantly trained on financial resource mobilization so that they can be effective in financial mobilization and management. The school head should dedicate time within the school schedule for teachers to attend professional development opportunities focused on strategies aligned with the academic goals.

Table 10

Summary of the Level of the Supervisors' Instructional Supervisory Practices as Perceived by the Respondents

Variables	Supervisor			School Head			Over-all		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
Resource Provider	3.83	0.35	Very High	3.58	0.56	Very High	3.71	0.46	Very High
Instructional Specialist	3.95	0.18	Very High	3.60	0.53	Very High	3.78	0.36	Very High
Curriculum Specialist	3.91	0.27	Very High	3.60	0.54	Very High	3.76	0.41	Very High
Learning Facilitator	3.88	0.32	Very High	3.61	0.52	Very High	3.75	0.42	Very High
School Leader	3.91	0.35	Very High	3.72	0.47	Very High	3.82	0.41	Very High
Over-all	**3.90**	**0.29**	**Very High**	**3.62**	**0.52**	**Very High**	**3.76**	**0.41**	**Very High**

Legend: 3.26 – 4.00 At all Times/Very High; 2.51 – 3.25 Most of the Time/High; 1.76 – 2.50 Sometimes/Low; 1.00 – 1.75 Never/Very Low

Table 10 shows the summary of the extent of the implementation of the respondents' instructional supervisory practices as perceived by the respondents by the overall mean for supervisors of 3.90 (SD=0.29) and 3.62 (SD=0.52) for the school heads and both interpreted as Very High. This means that supervisors and school heads diligently perform their functions as Resource Providers,

Instructional Specialists, Curriculum Specialists, Learning facilitators, and School Leaders in the Division of Misamis Oriental is very high respectively. The role of school heads and supervisors in education is multifaceted, involving various aspects such as resource provision, instructional specialization, curriculum development, learning facilitation, and school leadership. These roles are crucial to ensuring the effectiveness and efficiency of the school system, as well as the overall development and growth of students and teachers.

According to Guardacas and Benavides (2020), school heads perform various supervisory roles, including clinical supervision, professional development, and curriculum development. Clinical supervision involves working closely with teachers to improve their instructional performance, while professional development focuses on enhancing the skills and knowledge of teachers to improve their teaching practices. Curriculum development, on the other hand, involves designing and implementing effective and relevant curricula to meet the needs of students and align with national educational policies and standards.

As for the supervisors, the variable Instructional Specialist obtained the highest overall mean rating of 3.95 (SD=0.18) interpreted as Very High. This means that supervisors are instructional specialists at all times with a commitment to their duties and function as instructional leaders. The supervisor leverages their knowledge of effective teaching methodologies and curriculum to support teachers in implementing strategies aligned with the school's academic goals. The supervisor provides coaching, mentoring, and professional development opportunities focused on specific needs identified through observations and data analysis. They could give support to the teachers to have immediate access to instructional expertise within the school leadership structure. This allows for more focused and timely support. The journal of Susilo and Sutoyo (2019) shows there is a positive and significant influence on the supervision of the supervisor of the teacher's performance. If the principal's supervision is implemented, there is a statistically significant positive impact on teachers' job satisfaction.

In contrast, the indicator Resource Provider obtained the lowest overall mean rating of 3.83 (SD=0.35), interpreted as Very High. This means that supervisors who manifested a sense of performance are less likely to resource providers as a result to take place. The supervisor should secure resources by advocating a school budget that prioritizes resources directly linked to improving the teaching and learning process. Provide access to instructional coaches who can mentor and support teachers in implementing new strategies to address the needs of the school. DeMatthews and Brow (2019) cited that school supervisors should take into seriously matters about the importance of tapping into community assets, developing partnerships with community organizations, relying on pre-established routines, and modeling an ethic of care.

As for the school heads, the variable School Leader got the highest overall mean rating of 3.72 (SD=0.47) interpreted as Very High. This means that school heads are school leaders with a sense of providing the school means in their different ways and functions at all times. School heads set the overall vision and direction for the school, ensuring it aligns with the district's mission and educational goals. They cultivate a positive and inclusive school culture that prioritizes academic excellence, student well-being, and teacher satisfaction. According to Salwa et al. (2019), the principle is one of the determinants of the success of every education effort and the most influential component in creating quality education processes and outcomes. School heads make strategic decisions regarding curriculum, instruction, resource allocation, and school operations. In the study of Ezeugbor and Victor (2018), effective resource management is one of the most important responsibilities of school administrators, as it directly impacts student learning and success. To improve student learning, school administrators should begin by asking questions and identifying goals, analyzing data to determine the effectiveness of resources, and prioritizing equity in resource allocation.

On the other hand, the indicator Resource Provider obtained the lowest overall mean rating of 3.58 (SD=0.56) interpreted as Very High. This means that the school heads manifested a sense of providing for the needs of the Preschool despite the result as the lowest mean knowing its capacity as a resource provider in their respective school of assignment. School heads allocate resources effectively, securing funding through grants or advocating for budget allocations that support student learning and teacher needs considering that the results belong to the lowest mean but still respondents believed that they are still resource providers to teachers. They ensure teachers have access to up-to-date curriculum materials, technology tools, and instructional supplies. School heads manage staff recruitment, professional development, and evaluation, creating a supportive environment for teachers and other school personnel. According to Fitria, et al (2019) in improving the quality of education the role of teachers is very strategic, so the slogan that reads no teacher, no education appears, meaning that if there are no teachers there is no education. That's why there should be a high motivation among teachers to conduct supervision, and there should be adequate infrastructure and support in the implementation of supervision (Marhawati, 2020).

School heads play a crucial role in marshaling various resources, including personnel, materials, and community resources, to achieve the school's vision and goals. This involves careful consideration in assigning personnel based on their strengths, providing necessary instructional materials, managing the budget effectively, and seeking out new resources to support the school's objective. Samosir et al. (2021) that effective school leaders understand the importance of being resource providers and work towards maximizing scarce resources to enhance the learning environment and support student achievement.

Problem 3. How do the respondents assess school heads' performance based on instructional planning, knowledge of the curriculum, materials and technology, and lesson preparation?

Table 11

Distribution of Respondents' Assessment of their Performance based on Instructional Planning

Indicators	Supervisor	School Head

As an instructional leader, I…	Mean	SD	Description	Mean	SD	Description
create lessons that are relevant to the required curriculum and in line with it.	3.74	0.48	At all Times	3.50	0.69	At all Times
formulate attainable learning objectives.	3.81	0.40	At all Times	3.55	0.65	At all Times
plan activities according to the learner's abilities.	3.93	0.27	At all Times	3.65	0.57	At all Times
consider the time when you have to plan.	3.96	0.19	At all Times	3.62	0.52	At all Times
create long-range plans and daily lessons.	3.85	0.36	At all Times	3.54	0.57	At all Times
show adaptability while making plans.	3.81	0.40	At all Times	3.58	0.57	At all Times
choose activities, materials, and resources appropriate for learners' needs.	3.85	0.36	At all Times	3.60	0.56	At all Times
organize lessons based on information from formative and summative assessments as well as learner interests.	3.85	0.46	At all Times	3.57	0.56	At all Times
Overall	**3.85**	**0.36**	**At All Times**	**3.58**	**0.58**	**At All Times**

Legend: 3.26-4.00 At all Times/Very High 1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High 1.00-1.75 Never/Very Low

Table 11 shows the respondents' assessment of their performance based on instructional planning and overall both of the respondents rated it as outstanding as indicated by the overall mean of 3.85 (SD=0.36) for supervisors and 3.58 (SD=0.58) for the school heads both interpreted as Very High. This means that respondents' performance in instructional planning plays a vital role in instructional planning. They act as the instructional leader, setting the direction and fostering a culture of effective teaching and learning throughout the school. According to Chabalala et al. (2019), instructional leaders whose primary role is to direct teaching and learning processes in schools. Managing the different relationships inside the school to provide a peaceful and effective teaching and learning environment is one of the administrator's responsibilities, among others. They monitor the implementation of instructional plans and observe teachers in the classroom. This provides feedback to teachers and helps ensure that the instructional program is effective in meeting student needs.

As for the supervisors, the indicator As an instructional leader, I consider the time when you have to plan obtained the highest mean rating of 3.96 (SD=0.19) interpreted as Very High. This implies that the supervisors' performance in instructional planning equips instructional leaders to be responsive and embrace change for the benefit of teachers' performance and student learning. In making an instructional supervision plan, considering the available time allows the instructional leader to set achievable goals. Trying to cram too much into a limited timeframe can lead to stress and missed deadlines so as an instructional leader considering time in planning is very essential. The DepEd Instructional Supervisory Plan supports curriculum development and professional stimulation in the educational system. It also acts as a guide for instructional leaders in other important areas of development and in the monitoring of instruction. One of the tasks and obligations of a school principal is ISP. Additionally, it is one of the requirements in Principle 2 (Curriculum and Instruction) of the updated School Based Assessment Tool. The ISP supports curriculum development and professional stimulation within the educational system. It also serves as a guide among instructional leaders in monitoring instruction and other key areas of development. In the accomplishment of an ISP, the instructional leader should have test results (periodical tests, mid-year test, NAT), results of Phil-IRI, ECCD Checklist, SreYA, School Strategic Plan and Financial Plan, Performance indicators, results of NCBTS and TSNA, School Calendar of Activities (for the School Year).

Mensah et al. (2019) concluded that instructional supervision requires the supervisor to conduct a closer, periodic, and continual internal supervisory practice to ensure that the school meets its goals. Establishing mutual trust with the school heads and a positive learning environment is paramount if success is to be realized in the whole process. The fact that the headteachers often made use of little supervisory practices, is an indication that they were unaware of the benefits of clinical supervisory practices they had to undertake to ensure effective supervision, teaching, and learning in their various schools.

On the contrary, the indicator As an instructional leader, I create lessons that are relevant to the required curriculum and in line with it obtained the lowest mean rating of 3.74 (SD=0.45), interpreted as Very High. This means that the performance of supervisors in creating lessons that are relevant to the required curriculum which is taught by teachers is important on the job of the supervisors. This is the reason why they conduct instructional supervision. In the field, they act as the leader and manager of the entire district, overseeing various aspects to ensure a smooth and effective learning environment. It is the teachers' job to plan lesson activities. This statement goes along with the study of Guardacasa et al. (2020), which says that supervisors may sustain their outstanding performance in clinical supervision and continually improve in professional development, curriculum development, and action research by attending capability-building activities. They may enhance their working relationship with their school heads through a series of meetings, conferences, dialogues, and team-building activities. In particular, when it comes to clinical supervision and action research, the supervisors and school heads can work together to create an open line of communication and resolve their divergent viewpoints. The supervisors may continuously assist the school heads in improving their instructional performance with the constant execution of supervisory roles.

As for the school heads, the indicator As an instructional leader, I plan activities according to the learner's abilities got the highest mean rating of 3.65 (SD=0.57) interpreted as Very High. This implies that school heads planning activities according to the learner's abilities should prioritize learner abilities in activity planning. School heads should include planning activities based on learner abilities and create a school-wide culture that embraces differentiated instruction. This empowers teachers, engages students,

and ultimately leads to a more equitable and successful learning experience for everyone. Naz et al. (2021) stated that school principals as instructional leaders set clear goals, manage the instruction and curriculum, observe lesson plans, dispense resources, and assess teachers consistently. Their primary objective is to enhance the caliber of instruction while fostering the growth of students. School leaders should strive for an educational environment that caters to individual learners.

On the other hand, the indicator As an instructional leader, I create lessons that are relevant to the required curriculum and in line with it obtained the lowest mean rating of 3.50 (SD=0.69) interpreted as Very High. This further means that school heads' performance in ensuring that the lessons prepared by teachers are relevant to the required curriculum. This implies that school heads are not responsible for developing lessons, but they can provide technical assistance and some effective teaching strategies. In the field, they take on the roles of manager and leader for the entire school, managing numerous facets to guarantee a productive and efficient learning environment. The responsibility of lesson planning falls on the teachers. Campbell et al. (2019) concluded that instructional leadership could be considered effective in improving student outcomes by improving teacher practice, developing purposeful professional learning, and building strong relationships across the school. Instructional leaders (like principals) typically don't create day-to-day lessons. They do play a vital role in ensuring teachers have the tools and support to create curriculum-aligned lessons. They must ensure that teachers have the support they need to create engaging and effective lessons that are firmly rooted in the current curriculum.

Table 12 shows the supervisor-respondent's assessment of their performance based on knowledge of the curriculum. The performance of supervisors based on knowledge of the curriculum is a complex and multifaceted topic that requires a deep understanding of various factors, including supervision tasks, learning-focused supervision, performance-based evaluation, and performance-based learning and assessment.

Table 12

Distribution of Respondents' Assessment of their Performance based on Knowledge of the Curriculum

Variables *As an instructional leader, I…*	Supervisor			School Head		
	Mean	**SD**	**Description**	**Mean**	**SD**	**Description**
impart current, correct knowledge.	3.97	0.20	At all Times	3.67	0.52	At all Times
synchronize educational objectives with the subject being learned.	3.96	0.19	At all Times	3.65	0.51	At all Times
make use of effective examples and illustrations.	3.85	0.36	At all Times	3.65	0.51	At all Times
deliver the course material in a sensible, sequential order.	3.78	0.42	At all Times	3.57	0.57	At all Times
express knowledge in class presentations and put ideas across logically.	3.85	0.36	At all Times	3.60	0.50	At all Times
exhibit knowledge of and accountability for advancing strong literacy levels.	3.96	0.19	At all Times	3.62	0.55	At all Times
acquaint yourself with changes occurring in the curriculum and topic areas.	3.93	0.27	At all Times	3.68	0.53	At all Times
cultivate and preserve pupils' enthusiasm for the subject.	3.96	0.19	At all Times	3.64	0.54	At all Times
Overall	**3.85**	**0.36**	**At all Times**	**3.63**	**0.53**	**At all Times**

Legend: 3.26-4.00 At all Times/Very High 1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High 1.00-1.75 Never/Very Low

Table 12 shows the respondents' assessment of their performance based on knowledge of the curriculum as indicated by the overall mean of 3.85 (SD=0.36) for supervisors and 3.63 (SD=0.52) for the school heads both interpreted as Very High. This means that in order to make sure that school curricula satisfy student needs and academic requirements, school leaders are crucial to the planning, implementing, and reviewing processes. Principals are expected to have a deep understanding of curriculum development, instruction, and assessment practices to drive student achievement and school improvement. In DepEd, school heads' performance in curriculum leadership is essential for the success of all students. Their roles encompass developing a coherent curriculum, supporting teachers, managing resources efficiently, and driving data-informed practices to ensure optimal learning outcomes and school improvement. Curriculum development plays a significant role in teaching and learning. Most educators will admit that planning is an essential part of their profession. If the work of teacher teams is driven by curriculum creation, then schools need to make time for teachers to work together, have conflict resolution conversations, and offer a framework for reflection and modification. Masters (2018) stated that curriculum development should be a priority in schools, rather than something that is handed to teachers as a top-down product. When teachers collaborate to develop the curriculum, they will have co-workers who support

them when they come to a fork in the road in instruction.

As for the supervisors, the indicator As an instructional leader, I impart current, correct knowledge obtained the highest mean rating of 3.97 (SD=0.20) interpreted as Very High. Their performance as instructional leaders who imparted current and correct knowledge commits to continuous learning. He/she stays updated on advancements in your field, current events, and new educational resources. Supervisors should provide opportunities for school heads to develop their knowledge and skills. Encourage participation in workshops, conferences, and online courses. According to Shala (2019), school administrators should inform teachers and others about the ongoing changes concerning the school and the teaching process, should make them part of the change, and should also support them in their implementation. Forms to support and sustain teachers are numerous, such as through school-based workshops, regular consultations, mentoring teachers from the school principal, and teachers' cooperation. The role of the director in this regard is the establishment of a common concept for curriculum, standards, plans and programs, school curriculum planning, and evaluation. Regarding curriculum, the focus of the school heads and teachers should be the achievement of learning competencies.

Moreover, the indicator As an instructional leader, I deliver the course material in a sensible, sequential order obtained the lowest mean rating of 3.78 (SD=0.42) interpreted as Very High. This means that school administrators showed performance in delivering course material in a sensible and sequential order. This implies that an instructional leader, ensuring the course material is delivered in a logical and sequential order is paramount for school heads, and student and teacher success. Modules were distributed among schools in the district as additional supplementary materials that will help in aiding instruction and increase learners' progress. Books are also available for borrowing in the mobile library hub. These can be used to enhance the reading skills of the learners. Instructional leaders can start by creating or repurposing a strategic team within the school, which consists of educators and leaders with a variety of backgrounds and skill sets. This is according to the New York State Education Department (2019). The planning, execution, and enhancement of the instructional leadership framework (ILF) activities throughout the school can be overseen by this group, which goes by the name Instructional Leadership Team (ILT). After that, the ILT can work through the ILF Guide together to create a common understanding of the goals behind the instructional priorities. This entails evaluating how the school's assessment and instruction currently serve students, assessing the strengths, needs, and capacity of the current educational system, and selecting a priority instructional area to concentrate on for the balance of the year. This entails comprehending the curriculum's goal and creating a common understanding of the task of promoting literacy in ways that are sensitive to cultural differences.

As for the school heads, the indicator As an instructional leader, I acquaint myself with changes occurring in the curriculum and topic areas. got the highest mean rating of 3.68 (SD=0.53) interpreted as Very High. This suggests that the school heads have performed the job of keeping themselves informed on changes to the curriculum and subject areas. This implies that curricular modifications align with the demands and advancements of society. In order to adequately prepare pupils, the educational landscape changes as the world does. Curriculum revisions and paradigm changes are required due to advancements in globalization, political savvy, technological innovation, and changes in societal values. A reconfigured, decongest curriculum catapulted on August 10, 2023, as headed by Vice President Sarah Duterte and Secretary of the Department of Education (DepEd). The present K–12 curricula will be adjusted to reflect this. The goal of the MATATAG Agenda is to develop capable, employable, engaged, accountable, and nationalistic citizens. By streamlining competencies and highlighting key components including language, reading, literacy, mathematics, patriotism (MAKABANSA), good manners, and proper behavior from kindergarten to grade 10, these redesigned K–10 curricula cut the present K–12 curriculum's congestion by 70%. The new curriculum includes science in grade 3, social studies, music, the arts, and physical education in grade 4, as well as Filipino and English in grade 2. 'Mother Tongue' and other humanities are notable exclusions. Phased implementation is anticipated to take place between August 2024 and August 2028.

Escuadro (2023) shared that MATATAG aims to make the curriculum relevant for employability, active, and responsible citizens, accelerate basic education services, promote learner well-being and inclusiveness, and provide support for teachers. The Enhanced Basic Education Act, also known as Republic Act No. 10533, expanded the number of years of basic education under the current framework by introducing senior high school (Grades 11 and 12) in 2012. Critics questioned the revision's fairness, pointing to the Philippines' prior position as one of the few countries not to adhere to a 12-year basic education cycle and its alignment with international standards.

On the other hand, the indicator As an instructional leader, I deliver the course material in a sensible, sequential order obtained the lowest mean rating of 3.57 (SD=0.57) interpreted as Very High. This indicates that the way school leaders delivered the curriculum in the classroom. This suggests that for school administrators, teachers, and students to succeed, it is critical that one, as an instructional leader, make sure course content is presented in a logical and sequential order. Modules were dispersed among the district's schools as extra materials to support instruction and accelerate student development. The mobile library hub offers book borrowing as well. These can help learners improve their reading abilities. Various reading programs are also implemented in schools to ensure that no learners are left behind.

The study by Chaula (2023) cited that school heads play a crucial role in ensuring that teachers and students benefit from well-structured and organized course content. The sequential order of course material helps teachers and students understand the connections between different topics and concepts, making the learning process more coherent and meaningful. Effective instructional supervision by school heads, which includes the regulation of teacher instructions and the enhancement of the educational process in schools, is essential for school heads to fulfill their supervisory duties. The methods used by school heads to oversee instruction, including observation, demonstration, visitation, workshops, seminars, conferences, teacher's guides, suggestion manuals, professional journals, and in-service education, are very successful in guaranteeing that learning objectives are met and that other aspects of the school's operations are improved. Effective communication, teamwork, a regular workload, instructional resources, and school infrastructure are all important components that impact clinical supervision procedures and the real-world experiences of teachers.

Table 13

Distribution of Respondents' Assessment of their Performance based on Materials and Technology

Indicators	Supervisor			School Head		
As an instructional leader, I…	Mean	SD	Description	Mean	SD	Description

show the ability to conduct lessons using a variety of materials and teaching resources.	3.78	0.42	At all Times	3.60	0.59	At all Times
arrange the equipment, supplies, and materials before the lecture.	3.85	0.36	At all Times	3.53	0.58	At all Times
logically incorporate new resources and technological advancements into the lesson.	3.74	0.45	At all Times	3.52	0.59	At all Times
determine and employ additional available resources.	3.73	0.49	At all Times	3.57	0.57	At all Times
effectively incorporate technology and information communication into a class.	3.81	0.48	At all Times	3.51	0.61	At all Times
utilize technology to tailor lessons to each student's unique learning style.	3.81	0.48	At all Times	3.53	0.58	At all Times
use resources and technology to improve teaching strategies and the learning processes of your learners.	3.89	0.42	At all Times	3.59	0.60	At all Times
employing technology and additional information sources to gain access to and stay current with knowledge and advancements in the relevant fields.	3.81	0.48	At all Times	3.53	0.59	At all Times
Overall	**3.80**	**0.44**	**At all Times**	**3.55**	**0.59**	**At all Times**

Legend: 3.26-4.00 At all Times/Very High 1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High 1.00-1.75 Never/Very Low

Table 13 shows the respondents' assessment of their performance based on materials and technology and both of the respondents as indicated by the overall mean of 3.80 (SD=0.44) for supervisors and 3.55 (SD=0.59) for the school heads both interpreted as Very High. It follows that beneficial effects on teacher role performance have been demonstrated when school heads directly supervise lesson design and delivery. This highlights the significance of strong instructional leadership in leveraging resources and technology to enhance teaching results. In the department, school heads create a supportive environment that fosters the effective use of materials and technology in education. Congcong et al.(2020) stated that school heads play a crucial role in enhancing teacher performance through various mechanisms related to materials and technology. Feedback mechanisms, such as providing positive reinforcement and technical assistance, can significantly impact teachers' performance and confidence.

As for the supervisors, the indicator As an instructional leader, I use resources and technology to improve teaching strategies and the learning processes of the learners, obtained the highest mean rating of 3.89 (SD=0.42) interpreted as Very High. This means that the head of the school ensured that all teachers used resources and technology to enhance their teaching methods and students' learning experiences. This means that instructional leaders who leverage resources and technology effectively can create a dynamic and successful learning environment. Supervisors should strategically use resources and technology. They can empower teachers to implement innovative teaching methods and foster a dynamic learning environment where students become active participants in their educational journey. As stated in the study of Solas et al. (2018), school heads must exercise their instructional leadership strategies to ensure that ICT is integrated into the curriculum. It Indicates that technology-based education is a reality that is increasingly becoming significant, and this means it has to be embraced. The implication is that leaders, need to have the understanding and the ability to use ICTs, establish a culture of ICT integration in teaching, and support and provide professional development growth opportunities for teachers in using ICTs for teaching and learning.

The study of Schmitz et al (2023) stated that Transformational leadership practices carried out by school leaders are positively directly related to technology integration. These practices include engagement in vision and innovative thinking, which facilitate and drive change within an organization. These kind of leadership characteristics make principals more receptive to new information and communication technology and more qualified to demonstrate and instruct students in the usage of various tools on campus. Consider the relative effects of transformational leadership sub-dimensions on technology integration indicators and enablers. Instructional leaders should see themselves as technology leaders. Additionally, they ought to look into how technological integration, enablers, and the subdimensions of transformational leadership relate to one another.

Moreover, the indicator As an instructional leader, I determine and employ additional available resources obtained the lowest mean rating of 3.73 (SD=0.49), interpreted as Very High. This indicates that the respondents manifested a performance in identifying and utilizing additional resources for the schools in the district. This implies that supervisors ought to be able to distribute a range of high-quality, guaranteed instructional materials and resources to teachers in the district. School administrators should train and support teachers in the school or within the district on how to successfully incorporate the new resources into their teaching. To improve instruction and student learning within the district, a resourceful instructional leader should be able to recognize and utilize a range of resources. According to Swinton et al. (2018) meeting the needs of the twenty-first-century workforce requires teachers to alter how they teach because the student needs call for a new type of learning. In order to prepare students for a new learning culture influenced by globalization and technological advancements, teachers in the twenty-first century must help them create their technical identities.

This new educational culture is more student-centered than teacher centered. The need for graduates with the necessary twenty-first-century abilities is growing, so institutions of higher learning must keep producing students who can solve problems, communicate effectively, think critically, and work well with others. Indeed, Kormos (2021) agreed that innovations in educational technology have led to heightened expectations for both K-12 teachers and students. Teachers are expected to acquire 21st-century skills now more than ever, therefore it's important to know how urban teachers feel about technology's use in the classroom. Furthermore, identifying more effective approaches to prepare kids for success requires considering teacher perceptions. By implementing these recommendations, school administrators can empower teachers to leverage new resources effectively, ultimately enhancing the quality of education and student learning outcomes.

As for the school heads, the indicator As an instructional leader, I show the ability to conduct lessons using a variety of materials and teaching resources got the highest mean rating of 3.60 (SD=0.58) interpreted as Very High. This means that the respondents' performance in this indicator was able to provide teachers with access to a variety of excellent, guaranteed teaching resources and materials. This means further that if teachers in the school or district successfully integrate the new resources into their lessons,

school administrators should provide them with training and support. A resourceful instructional leader should be able to identify and make use of a variety of resources to enhance instruction and student learning within the school.

According to Kaufmann (2018), another important practice is to vary our instructional approaches by presenting material in different formats and offering a variety of activities for learning and hands-on practice. We frequently hear recommendations for various tactics based on the concept of learning styles, or the conviction that each person has a favored method of picking up new knowledge. The idea that some students learn better through text, some through audio, and so on has led educators to suggest that teachers provide material in a variety of formats to accommodate different learning styles. Though numerous assessments have shown that there is insufficient scientific evidence to support the hypothesis of learning styles, the concept has had a great deal of influence.

On the other hand, the indicator As an instructional leader, I effectively incorporate technology and information communication into a class obtained the lowest mean rating of 3.51 (SD=0.61) interpreted as Very High. This indicates that school heads manifested a performance in integrating technology and information sharing into the classroom. This means that school heads should have the ability to share with teachers a variety of quality-assured learning materials and teaching resources. In the school or within the district, school administrators should provide training and support for teachers on how to effectively integrate the new resources into their teaching. Instructional leaders should know how to identify and employ a variety of resources to enhance teaching and student learning in the school.

In the study of Kaufmann (2018) to be an effective instructional leader, one must understand the importance of identifying and employing a variety of resources to enhance teaching and student learning in the school. This involves being knowledgeable about the available resources, understanding how to use them effectively, and being able to adapt them to meet the needs of the students and teachers. Instructional leaders must be able to identify resources that support teaching and learning, such as textbooks, technology, and professional development opportunities. They must also be able to evaluate the effectiveness of these resources and adjust as needed.

Table 14

Distribution of Respondents' Assessment of School Heads' Performance based on Lesson Preparation

Indicators	Supervisor			School Head		
As an instructional leader, I…	**Mean**	**SD**	**Description**	**Mean**	**SD**	**Description**
show passion, attention, engagement, and excitement for the lesson's presentation.	3.93	0.27	At all Times	3.73	0.44	At all Times
give an example, a demonstration, and a model.	3.96	0.19	At all Times	3.62	0.51	At all Times
acknowledge, invite, and address inquiries from learners.	3.81	0.40	At all Times	3.66	0.49	At all Times
determine a degree of difficulty that promotes achievement.	3.89	0.32	At all Times	3.61	0.49	At all Times
constantly assess the learning of the learners.	4.00	0.00	At all Times	3.67	0.47	At all Times
inform learners of the objective of the lesson.	3.93	0.27	At all Times	3.66	0.52	At all Times
present new material clearly and logically.	3.89	0.32	At all Times	3.69	0.47	At all Times
provide opportunities for learners to practice independently.	3.80	0.38	At all Times	3.68	0.47	At all Times
Overall	**3.90**	**0.27**	**At all Times**	**3.67**	**0.48**	**At all Times**

Legend: 3.26-4.00 At all Times/Very High; 2.51-3.25 Most of the Time/High; 1.76-2.50 Sometimes/Low; 1.00-1.75 Never/Very Low

Table 14 shows the respondents' assessment of their performance based on lesson preparation and overall both of the respondents rated it as outstanding as indicated by the overall mean of 3.90 (SD=0.27) for supervisors and 3.67 (SD=0.480) for the school heads both interpreted as Very High. This means that it is their job to ensure the performance of the teachers across the district, visiting classrooms regularly to observe teaching practices, leaning on professional learning communities (PLCs) for insight into teachers' planning and instruction, looking at student work to assess the effectiveness of lesson planning, and requiring lesson plans. In the Division of Misamis Oriental, there is strict implementation of instructional supervision. According to Kaka et al. (2019), principals play a critical role in improving student achievement by influencing classroom instruction, organizational conditions, community support, and setting the teaching and learning conditions in schools. Therefore, evaluating school administrators based on their ability to effectively lead and support teachers in their lesson preparation and instruction can have a significant impact on student achievement. ns through individual improvement plans for teachers who need additional support.

As for the supervisors, the indicator As an instructional leader, I constantly assess the learning of the learners obtained the highest mean rating of 4.00 (SD=0.00) its interpretation is Very High. This means assessing student learning is crucial for an instructional leader. It helps them identify areas of strength and weakness, monitor progress toward learning goals, and ultimately improve the effectiveness of teacher instruction. Moreover, by employing various assessment methods, effectively analyzing and interpreting data, and collaborating with teachers and school heads, they can ensure that the school or district has a comprehensive assessment system in place. This system will provide valuable insights to improve instruction, personalize learning, and ultimately promote student success. According to Awan et al. (2022), instructional leaders are effective principals and these leaders can lead their teams toward the achievement of assigned targets. The improvement and support of classroom instruction and student learning are closely related to instructional leadership. Effective instructional leadership behaviors can have an impact on the learning process. These behaviors include instructional monitoring, being very visible, supporting teachers' professional development, and offering incentives to students for improved achievement and effective learning.

Sri (2023) added that assessing student learning is also important for managing the relationship between teachers and parents. A

positive teacher-parent relationship can improve the subjective well-being of teachers and lead to optimal student learning outcomes. In the end, managing teacher-parent partnerships—which contribute to teachers' subjective well-being—requires both trust and effective communication skills.

The indicator As an instructional leader, I provide opportunities for learners to practice independently obtained the lowest mean rating of 3.80 (SD=0.37) interpreted as Very High. This means that instructional leaders' performance in providing opportunities for learners to practice independently. This implies that supervisors would help in providing opportunities for independent practice is essential for solidifying learning and fostering self-directed learners. Guiding the school heads and teachers in the district creates a classroom environment where independent practice becomes a valuable and engaging part of the learning process. Students will develop the autonomy and self-directed learning skills they need to be successful throughout their academic careers. As stated by Tekkol et al (2018) students need to acquire the ability and willingness to control and take ownership of their learning, which are fundamental elements for effective self-directed learning. Self-directed learners exhibit characteristics such as setting clear goals, shaping their learning process, monitoring their progress, evaluating outcomes, being autonomous, self-motivated, curious, and valuing learning. Self-directed learning demands competencies like establishing a learning-friendly relationship, creating a comfortable learning environment, taking responsibility for learning needs, setting goals, and evaluating progress.

As for the school heads, the indicator As an instructional leader, I show passion, attention, engagement, and excitement for the lesson's presentation got the highest mean rating of 3.73 (SD=0.44) interpreted as Very High. This suggests that school administrators manifested a job demonstrating performance towards enthusiasm, focus, involvement, and commitment to the teachings being presented. This means that an instructional leader who embodies passion, attention, engagement, and excitement for a lesson presentation sets a powerful example and fosters a dynamic learning environment. In the classroom setting, if the school head's genuine enthusiasm is contagious during supervision, it can significantly impact student and teacher engagement within the learning environment. Franklin et al. (2019) cited that a teacher's role encompasses far more than just imparting curriculum outcomes to their students: they need to equip students with the necessary tools to experience social and academic success both inside the classroom and beyond it. For children to become critical, autonomous thinkers, teachers must provide them with the tools necessary to critically examine the world around them. In order to enable them to recognize, assess, and evaluate the vast amount of information available in our ever-evolving digital environment, students must be adept at applying higher order thinking skills. To ensure future success in university environments, where sustained personal effort and metacognitive skills are fundamental to academic success, students must take ownership of the learning process, just as teachers must take responsibility for the various methods of teaching and instruction in the classroom. Helping new and seasoned teachers provide a pleasant classroom experience for all is the goal of the review of the literature on the roles of the teacher and student, successful evidence-based teaching and learning pedagogies, and effective classroom management techniques.

In addition, the indicator As an instructional leader, I determine a degree of difficulty that promotes achievement obtained the lowest mean rating of 3.61 (SD=0.49) interpreted as Very High. This implies that school heads' performance in determining a degree of difficulty that promotes achievement. This further means that school heads should analyze and consolidate overall school data from formative assessments, benchmark tests, and student work samples to identify individual student strengths, weaknesses, and prior knowledge. In the schools, data from different kinds of assessments are gathered and analyzed. This will be the baseline for remediation and some school-based action research. The study by Asio et al. (2020) stated that educating pupils is the core reason for all teaching-learning processes which is undertaken in each classroom in the formal education platform. Nevertheless, various outcomes arise from the fact that certain students are unable to adapt to the learning processes. Considering this, teachers must design an intervention strategy to prevent these other pupils from falling behind and ensure that they finish the lessons being covered. Remedial education is always a striking solution to this frequent issue.

That is why Thilges and Schmer (2020) provided a concept analysis of formal remediation wherein they established a framework for defining the concept, developing measurable outcomes, and describing when to implement the intervention. This is important so that there is a consistent and systematic way of delivering the remedial class. In addition, a consistent delivery method helps maintain continuity in the learning process, enhances the effectiveness of remedial education, and fosters a supportive and conducive learning environment for students who may be facing challenges in their academic journey

However, Caras (2019) states that there is still a need for direct instruction for students to connect experiences knowing that they are learning. Students learn from various experiences which is why traditional teaching is still accepted and proven to be effective over time. The traditional method of teaching has been proven to be effective through time, providing a structured framework for learning and efficient transmission of information.

Table 15

Summary of the Respondents' Assessment of School Heads' Performance

Variables	Supervisor			School Head			Over-all		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
Instructional Planning	3.85	0.36	Very High	3.58	0.58	Very High	3.72	0.47	Very High
Knowledge of the Curriculum	3.85	0.36	Very High	3.63	0.53	Very High	3.74	0.44	Very High
Materials and Technology	3.80	0.44	Very High	3.55	0.59	Very High	3.68	0.52	Very High
Lesson Preparation	3.90	0.27	Very High	3.67	0.48	Very High	3.79	0.36	Very high
Overall	**3.85**	**0.36**	**Very High**	**3.61**	**0.54**	**Very High**	**3.73**	**0.45**	**Very High**

Legend:	3.26-4.00 At all Times/Very High	1.76-2.50 Sometimes/Low	
	2.51-3.25 Most of the Time/High	1.00-1.75 Never/Very Low	

Table 15 shows the summary of the respondents' assessment of their performance and overall, both of the respondents rated it a nice rating as indicated by the overall mean of 3.85 (SD=0.37) for supervisors and 3.61 (SD=0.54) for the school heads both interpreted as Very High. This means that the respondents showed a performance in instructional planning, knowledge of the curriculum, materials, and technology, and lesson preparation. This means further that school administrators play a crucial role in instructional planning, knowledge of the curriculum, materials and technology, and lesson preparation. They are responsible for creating and implementing technology plans and policies that support student learning and the successful integration of technology into education. This is parallel to the study of Wang et al. (2021) that stated school administrators' performance in instructional planning, knowledge of the curriculum, materials and technology, and lesson preparation involves creating and implementing technology plans and policies that support student learning, involving teachers in the selection of instructional materials, creating buy-in for district-recommended or -required curriculum, providing guidance that balances teacher autonomy and the fidelity of curriculum implementation, and ensuring that teachers are trained properly in the use of educational technology.

As for the supervisors, the variable Lesson Preparation obtained the highest overall mean rating of 3.90 (SD=0.27) interpreted as Very High. This means that supervisors had an excessive performance in ensuring effective lesson planning within their districts. While they may not directly create lesson plans for every class, their leadership sets the tone and provides the framework for teachers to develop strong instructional strategies. Teachers may incorporate district-wide goals into their lesson plans, thereby fostering a cohesive learning experience that spans multiple grades or subjects (Alanazi, 2019) . In addition, Nga (2020) stated that lesson planning plays a pivotal role in the success of a lesson. A lesson plan is not successful if it consists of a list of every activity from the textbook in a predetermined form. To achieve all of the learning objectives, creating lesson plans is a complex process that calls for the creativity and adaptability of the teacher. To improve their professional competence for their future teaching jobs, trainee teachers must acquire some key skills during their university training program, one of which is planning for classroom instruction.

The variable on Materials and Technology obtained the lowest overall mean rating of 3.80 (SD=0.44), interpreted as Very High. This means that even though this indicator got the lowest means the respondents still showed very high performance in providing means of materials and technologies to be used in the classroom. This means that supervisors, also known as instructional coaches or curriculum specialists, play a vital role in supporting teachers with materials and technology. They act as a bridge between teachers, school heads, and educational resources. In DepEd, supervisors often design and deliver professional development workshops or coaching sessions to equip teachers with the skills and knowledge to integrate new materials and technology tools effectively into their lessons. This can be done through LAC sessions, In-Service Training, and Capacity building programs.

Frazier (2019) cited that an instructional coach learns to think on their feet and rely on their creativity as they adapt their coaching methods to specific teachers and situations. They will collaborate with students, teachers, and administrators to identify problems and find solutions. By routinely taking part in professional development activities and learning opportunities, they will also stay up to date on the latest and best practices in education. In order to increase teacher effectiveness and student achievement, schools are increasingly turning to instructional coaches. According to research, relationship-building, self-reflection, goal setting, data analysis and progress tracking, customized professional development, and professional learning are some of the ways that instructional coaching affects teachers' practices.

As for the school heads, the variable Lesson Preparation got the highest overall mean rating of 3.67 (SD=0.48), interpreted as Very High. This means that the supervision of school heads in the lesson preparation of teachers is remarkable and very high Performance. This implies further that school administrators are essential in making sure that lesson plans are implemented effectively in their institutions. Even though they might not write lesson plans for every class, their leadership sets the example and gives educators the structure they need to design effective teaching methods. In DepEd, one of the roles of the school head is to check the lesson plans of teachers. The school head ensures teachers are aware of and adhere to curriculum standards and learning objectives. The study by Ampofo et al. (2019) stated that school heads' role in checking lesson plans is crucial in ensuring effective instructional delivery of teachers, which ultimately leads to improved student performance in national examinations. In order to improve instructional delivery, school leaders should critically evaluate a number of lesson plan components, including appropriateness and relevance, appropriateness and clarity of learner behavioral targets, and the selection of appropriate teaching/learning resources and evaluation procedures.

On the other hand, the variable on Materials and Technology obtained the lowest overall mean rating of 3.55 (SD=0.59), interpreted as Very High. This means that school heads are integrating materials and technology effectively within their schools. In the real school setting, school heads can develop a clear vision and strategic plan for technology integration into the curriculum. This plan would outline goals, resource allocation strategies, and professional development opportunities for teachers. They ensure that chosen materials and technology tools directly support and enhance the learning objectives outlined in the curriculum. According to Quidasol (2020), the school is on the verge of facing the challenge of how to fully infuse and embrace technological advancement. Principals and teachers must plan how they will adopt, infuse, and use technology in the classroom, as well as equip themselves with the most recent technological trends, especially in this time of pandemic. A principal's role is to encourage his teachers to adopt and incorporate technology into the learning process. Teachers should be receptive to using technology in the classroom since they are the front-runners in the education industry. They have to be able to integrate technology into lessons effectively and see it as a teaching innovation. The distribution of DCP packages to schools is already subject to certain regulation by DepEd School Division Offices. Although the government has made progress in establishing ICT infrastructure to facilitate the integration of technology in classrooms, a number of issues continue to impede its full implementation and lead to the underutilization of these resources.

Table 16

Effect of the Supervisor-Respondent Instructional Supervisory Practices on School Heads' Performance

	School Heads' Performance

Supervisor's Instructional Supervisory Practices	Instructional Planning *T-value* *p-value*	Knowledge of the Curriculum *T-value* *p-value*	Materials and Technology *T-value* *p-value*	Lesson Preparation *T-value* *p-value*	OVERALL *T-value* *p-value*
Resource Provider	0.57	1.32	1.60	0.32	1.09
	0.576	0.201	0.124	0.749	0.287
	NS	NS	NS	NS	NS
Instructional Specialist	**-2.57**	**-3.27**	**-3.01**	**-2.46**	**-2.33**
	0.013*	**0.021***	**0.007***	**0.032***	**0.030***
	S	**S**	**S**	**S**	**S**
Curriculum Specialist	1.05	**2.27**	1.34	1.51	1.74
	0.306	**0.034***	0.194	0.146	0.096
	NS	**S**	NS	NS	NS
Learning Facilitator	-0.33	-0.69	0.58	-0.13	-0.17
	0.743	0.495	0.569	0.898	0.868
	NS	NS	NS	NS	NS
School Leader	1.07	-0.17	0.52	1.35	0.76
	0.295	0.866	0.607	0.192	0.456
	NS	NS	NS	NS	NS

Legend: *significant at p<0.05 alpha level S – significant NS – not significant

Table 16 shows the effect of the supervisor-respondent's instructional supervisory practices on school heads' performance. Overall, it can be gleaned from the table that the supervisor's instructional supervisory practices in terms of instructional specialist showed a Significant effect on the school heads' performance as indicated by the T-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This implies that the supervisor's instructional supervisory practices in terms of instructional specialists affect school heads' performance. Hence, supervisors lead school heads in instructional supervision to make them as effective instructional planners as possible. When supervisors are excellent in mentoring school heads in instructional planning, positive results are expected for school heads as they become instructional leaders to their teachers and thereby effect good results to the learning of students. As opined by Peñas & Salundaguit (2019), supervisors can influence school heads, and school heads can influence and make the teachers perform their work effectively and ultimately take the lead to school effectiveness; thus, it should be emphasized in aiming for quality teachers' performance.

Moreover, in particular, the supervisor's instructional supervisory practices in terms of curriculum specialist showed a Significant effect on the school heads' performance in terms of knowledge of the curriculum as indicated by the T-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This implies that the supervisor's instructional supervisory practices in terms of curriculum specialist affect school heads' performance based on knowledge of the curriculum. Hence, supervisors as curriculum specialists can influence school heads in-depth knowledge of the curriculum. Knowledge of the curriculum for school leaders is very important for school success. As supported by Chan, Ridley and Morris (2022), school leaders play a significant role in developing, organizing, implementing, and evaluating school curricula to ensure that the curricula meet all the student needs.

Additionally, the supervisor's instructional supervisory practices in terms of resource provider, learning facilitator, and school leader showed No Significant Effect on the school heads' performance as indicated by the T-value and probability value more than 0.05 alpha level. This means that despite the importance of these roles, studies have shown that the effectiveness of these practices may not translate into improved performance for school heads. For instance, one study highlighted that while instructional supervision practices were evident, they did not significantly correlate with enhanced performance outcomes for school heads. Instructional supervisory practices are recognized as crucial for supporting teachers and enhancing educational outcomes, their direct impact on the performance of school heads appears limited, indicating the need for a broader understanding of effective school leadership dynamics. In the study of Sumapal et.al (2023) reveals a commendable commitment among school heads to prioritize teachers' needs and concerns. School administrators foster an environment of trust and cooperation by actively listening to and acting upon the feedback provided by teachers. This enables teachers to achieve success in all their educational initiatives. This practice fosters open communication and the sharing of creative teaching techniques in addition to increasing teachers' self-esteem and confidence.

Additionally, both the T-value and p-value indicate a lack of significant effect (with the p-value exceeding the 0.05 alpha level), it suggests that any observed differences in performance could be due to random variation rather than the influence of the learning facilitator. This further implies that the presence of a learning facilitator does not lead to a measurable improvement in the performance of school heads. To satisfy both learner requirements and intended learning outcomes, a learning facilitator in the DepEd evaluates needs and modifies methods as necessary. He or she oversees imparting information and skills through the delivery of instructional materials, the facilitation of group discussions, and the answering. These duties are for teachers inside the classroom who are the facilitators of learning. As posited in the study of Yuniarti et. al (2023) principal's leadership style and work satisfaction have a considerable impact on teacher performance, according to the principal's leadership style and contentment with teacher performance.

Problem 5: Is there a significant difference in school head's performance when grouped according to their characteristics?

Table 17

Comparison of School Head-Respondents' Performance When Grouped According to their Characteristics

Respondents' Profile	School Heads' Performance Instructional Planning *F-value* *p-value*	Knowledge of the Curriculum *F-value* *p-value*	Materials and Technology *F-value* *p-value*	Lesson Preparation *F-value* *p-value*	OVERALL *F-value* *p-value*
Age	0.76 0.424 NS	0.01 0.983 NS	0.01 0.961 NS	0.12 0.741 NS	0.11 0.752 NS
Experience	0.93 0.453 NS	2.29 0.197 NS	0.21 0.814 NS	0.73 0.526 NS	0.14 0.875 NS
Position	0.68 0.547 NS	0.16 0.854 NS	1.50 0.308 NS	1.26 0.361 NS	0.72 0.530 NS
Highest Educational Attainment	0.44 0.736 NS	2.21 0.205 NS	1.15 0.416 NS	1.26 0.381 NS	0.36 0.785 NS
Related Training/ Seminars Attended on Instructional Supervision	2.61 0.167 NS	3.19 0.128 NS	0.32 0.738 NS	0.27 0.772 NS	0.21 0.818 NS
Attitude Towards Instructional Supervision	**3.74** **0.014*** **S**	**6.33** **0.029*** **S**	**4.24** **0.042*** **S**	**3.63** **0.030*** **S**	**3.96** **0.012*** **S**

Legend: *significant at p<0.05 alpha level S – significant NS – not significant

Table 17 shows the comparison of school head respondents' performance when grouped according to their characteristics. Overall, the school head-respondents' performance was significantly different when grouped according to their attitude towards instructional supervisory practices as indicated by the F-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This implies that school heads' attitude toward instructional supervisory practices creates some variations in their performance. Hence, it can be inferred the positive and negative attitudes towards instructional supervision may lead to the varying performance of school heads. However, school heads need to possess a very high positive attitude towards instructional supervision because as school leaders they are expected to manifest these skills to improve their teachers and students' performance and the school's success in general. Kurka and Berhanu (2019) made the case that school administrators' attitudes play a critical role in how supervision affects the development of educational quality. The standard of education in the classroom and throughout the school can be raised with the help of effective instructional monitoring. The goal of contemporary instructional supervision is to continuously improve education by fostering the growth of all parties involved. It is a constructive, democratic action. As a result, attitude affects how well the relevant bodies perform. The way that school administrators and teachers see it, one of the roles that education plays in helping schools become more efficient is in providing opportunities for professional development related to instructional supervision, which helps them manage the teaching-learning process more skillfully.

According to Msuya and Mwila's (2023) research, school heads' supervisory procedures have a bigger impact on the standard of instruction and students' overall academic success. The head of the school is the person in direct charge of all teaching and learning activities. Therefore, in order to enhance the teaching and learning processes, school administrators must make their supervision techniques more effective. A great school administrator is able to identify issues that both instructors and students are facing and offer solutions. It is essential to routinely check in on and evaluate the school head's effectiveness. When the head of the school is effective, everything that is done in the school will lead to the delivery of a high-quality education.

On the other hand, school head-respondents' performance was Not Significant when grouped according to their age, experience, position, highest educational attainment and related training/ seminars attended on instructional supervision as indicated by the F-value and probability value more than 0.05 alpha level. This means that regardless of school heads' differences in age, experience, position, education, or training, respondents demonstrated similar levels of performance in instructional supervision. Research indicates that various demographic factors such as age and years of experience do not significantly impact the leadership practices of school heads. Specifically, studies found that leadership practices were comparable across different age groups and experience levels, suggesting that these factors do not play a crucial role in determining the effectiveness of school heads in instructional supervision.

In DepEd, instructional supervision is the systematic process through which school heads engage with teachers to improve classroom performance and facilitate professional development. This process involves direct interactions, such as observing lessons, reviewing lesson plans, and providing constructive feedback. Effective supervision of school heads not only enhances teachers' instructional practices but also contributes significantly to student learning outcomes. According to Mislang-Sison et al. (2019), the effectiveness of school heads in instructional supervision is vital for enhancing educational quality. Their role in providing guidance, support, and accountability is essential for improving both teacher performance and student outcomes. Addressing the challenges faced in supervisory practices can further strengthen the impact of school heads on instructional quality and student achievement.

Discussions

This study evaluated the instructional supervisory practices of supervisors and school heads' performance as a basis for crafting the Instructional Supervisory Plan for School Year 2024-2025. Five major goals were addressed by this study by profiling respondents and identifying the level of extent of the implementation of supervisors on instructional supervisory practices as perceived by the respondents in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Evaluate how the respondents assess their performance based on instructional planning, knowledge of the curriculum, materials and technology, and lesson preparation. Examine if there is a significant effect on the supervisor's instructional supervisory practices and their performance when grouped according to their profile. Investigate if there is a significant relationship between the supervisory practices and respondents' characteristics and lastly, develop an Instructional Supervisory Plan. There were 327 supervisors and school heads who participated as respondents of the study which was gathered via questionnaire.

The data was analyzed using statistical techniques such as means, frequency, standard deviations, ANOVA, and person-r. The respondents' attitudes regarding instructional supervision, experiences, related training, and seminars attended have a significant impact on how instructional supervision is implemented. Supervisors should prepare an instructional supervisory plan to give technical assistance to school heads and help improve teachers' performance in enhancing the teaching and learning process.

It was revealed that most of the supervisor-respondents were aged 40-49 years old. Predominantly with 10-19 years of experience. Most of them are currently studying for their doctorate. As to record, most of them are public school district supervisors/district in-charge manifested many international trainings and seminars. On the other hand, school heads-respondents were mostly aged 50-59 years old and most of them had 20-29 years of experience. Most of the said respondents were bachelor's degree graduates having Masteral Arts units.

Meanwhile, the result shows a greater number of the school head-respondents were occupying the school in charge position and most of them had attended international training. On the other hand, the attitude of supervisor-respondents towards instructional supervisory practices believed that instructional supervisory practices have assisted the school head in instructional supervision which got the highest mean while the attitude of school head-respondents towards instructional supervisory practices, the indicator instructional supervisory practices are of great value to school heads obtained the highest mean.

Based on the summary result, supervisors were aware of the strengths of instructional tools that school heads find useful. They also held productive meetings with school administrators to discuss their performance. They support school administrators in choosing, setting up, and applying technology and other teaching resources that are suitable for the students and the learning goals. Additionally, supervisors give school heads enough material to familiarize them with the supervisory procedure. Moreover, supervisors show a dedication to academic objectives and the capacity to formulate and express a coherent long-term vision for the schools. On the other hand, school administrators foster innovative approaches to change and cultivate a pleasant environment. They understood the value of education for students. They emphasize staff development and curriculum enhancement through knowledge, skills, and abilities. School heads assist other heads of schools in identifying the teaching and learning processes. Additionally, they collaborate with the community and employees to establish specific objectives that align with the organization's vision.

Supervisors plan and share accurate and up-to-date knowledge. They make sure that teachers and school heads enhance learners' learning processes and techniques by utilizing technology and resources. They see to it that schools continuously evaluate the student's learning. On the other hand, the school heads ensure that teachers plan classes based on the skills of the learners. They also familiarize themselves with the modifications being made to the curriculum and subject areas. They demonstrate the capacity to supervise using a range of tools and resources. They exhibit enthusiasm, focus, involvement, and passion for the instructional supervision planning process.

On the other hand, the significant effect on the supervisors' instructional supervisory practices and each of their characteristics manifested significantly in the attitude towards instructional supervisory practices. Although there was a manifestation that it was significant in experience in terms of curriculum specialist and a school leader the overall still is not significant. Meaning, that the respondents manifested that experience is one of the best criteria that school leaders possess. Secondly, it was observed that experience under the indicator curriculum specialist and related training and seminars on school leader indicators also showed a significant effect on instructional supervisory practices of supervisors. This means that the supervisors' and school heads' performance plays a significant role in instructional supervisory practices.

Moreover, the result shows that there was a significant effect on the experience and the attitude towards instructional supervisory practices among the school head-respondents while the other profiles manifested not significant in terms of the significant effect on the school heads' performance and their characteristics.

Problem 6: Based on the findings of the study, what instructional supervisory practices plan can be formulated?

Similarly, instructional supervision is guided by a plan that Supervisors and school principals should present and carry out before the school year begins. In this manner, attached is a suggested instructional supervisory plan to improve school heads' performance which eventually suggests exceptional teaching performance of teachers.

Objectives:

- To effectively implement instructional supervision and promote school heads' excellence; and
- To enhance instructional supervisory practices for school heads and teachers' improvement.

Table 18

INSTRUCTIONAL DEVELOPMENT PLAN

School Year 2024-2025

Indicators	Objectives	Supervisory Activities	Persons Involved	Budget	Inclusive Dates	Expected Outputs
A. Instructional Supervisory Practices						
1. Instructional Supervision Orientation	Provide professional learning opportunities for school heads concerning the latest research results on instructional supervisory practices.	Division Training	SDS, ASDS, CID Chief, Supervisor, Human Resource Officer, School Heads, and Resource Speakers	Php 25,000	October and March	List of best practices for instructional supervision
2. Resource Provider	Provide learning opportunities for continuous professional growth and learning among educational leaders.	Regional/ Division Walkthrough on Instructional Supervision	CID Chief, EPS/ PSDS/ PSDICs, School Heads, and IS Facilitators		Year round	Individual Development Plan (IDP)
	Work alongside school heads to develop and modify instructional supervision plans.	Formulation of Individual Instructional Supervisory Plan			Year round	Modified Instructional Supervisory Plan
3. Used of Appropriate Materials and Technology	Conduct orientation on classroom observations with the school heads (Pre and Post Conference Process).	Actual orientation and classroom observation	CID Chief, EPS/ PSDS/ PSDICs, and School Heads	Php 20,000	Year round	Instructional Supervisory tool for school heads
	Provide timely feedback based on observations focusing on strengths and areas for improvement.	Classroom Observation	CID Chief, EPS/ PSDS/ PSDICs, and School Heads			OPCRF/ IPCRF
	Support the integration of technology into curriculum design to enhance instructional supervision.	ICT-related workshop for supervisors and school heads			October and March	Sample canva, PPT, and frezi presentation
	To encourage thoughtful, relevant participation to promote individual learning/initiative toward instructional supervision	Individual learning activities focused on instructional supervision	CID Chief, EPS/ PSDS/ PSDICs, and School Heads		Year round	Reflection Notes, Activity Sheets and IS Forms
	Cultivate the heart of leadership skills among the school heads.	Development workshops on leadership skills (effective communication, problem-solving, and decision-making).	CID Chief, EPS/ PSDS/ PSDICs, and School Heads		Year round	Activity sheets
B. School Heads' Performance						
1. Instructional Supervision Planning	Ensure planning and delivery of supervision through improved teaching outcomes.	Preparation of Instructional Supervisory Plan	Supervisor School heads		Year round	Accomplished Instructional Supervisory Plan
2. Revisiting the Curriculum	Communicate and guide the development of instructional methods and content material.	Conduct of Pre-Conference	Supervisor School heads	Php 20,000	Year round	Teachers' Daily Lesson Log/Daily Lesson Plan
3. **Walkthrough on Students' Achievement**	Utilize learners' performance data to identify areas for improvement and implement targeted interventions.	Submission of quarterly achievement rate	Supervisor School Heads		Year round	Learners' quarterly result
4. Production of Materials and Use of Technology	Integration of technology effectively into the teaching-learning process to enhance student engagement and prepare them for the digital world.	Provide technical assistance through classroom observation	Supervisor School Heads		Year-round	Compiled PPT, canva, and frezi presentations and activities

	Encourage the use of SMART objectives.	Conduct class observation	Supervisor School Heads			
5. Lesson Implementation with appropriate Instructional Supervision	Guide the school heads in pacing the instructional supervision and activities appropriate to the needs of teachers.	Conduct of class observation	Supervisor School Heads		Year-round	School Heads' ISP A and Monthly Summary Report

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Conclusions

Based on the results and discussions presented, it can be concluded that attitude towards instructional supervisory practices, experience, and related training and seminars significantly affect the implementation of instructional supervision in schools, while age, position, and highest educational attainment do not directly relate to instructional supervision. The respondents' experience and attitude towards instructional supervisory practice have an association with their performance in instructional supervision, while age, position, highest educational attainment, and related training and seminars attended on instructional supervision showed no effect on the respondents' performance.

Instructional supervision is crucial in education, fostering a positive learning environment, fostering teacher development, and improving teacher and learner outcomes. School leaders emphasize its importance in delivering quality education and enhancing teaching proficiency.

Recommendations

Based on the above conclusions, the following recommendations are presented.

1. Supervisors and school heads should finish graduate studies to achieve the highest educational attainment, as postgraduate studies have the lowest ratings.

2. Supervisors and school heads should focus on improving instructional supervision skills through training and seminars for supervisors and school heads, as Resource Providers have the lowest mean results.

3. Prioritize the use of materials and technology to enhance instructional supervision, focusing on improving teaching-learning processes and enhancing the teaching-learning process.

4. School heads and supervisors should have sufficient experience to support teachers and provide professional development. This experience enhances their attitude and commitment to teaching and learning, promoting a more effective and respectful instructional supervision approach.

5. Teachers should receive immediate positive feedback after classroom observation, using various feedback mechanisms to improve the teaching delivery. School leaders should prepare an instructional supervisory plan, use appropriate strategies, and provide accurate feedback.

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