

District Supervisors' Instructional Supervisory Practices Vis-A-Vis School Heads' Work Performance: Bases For Professional Development Interventions

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ABSTRACT

This research examined the relationship between district supervisors' instructional supervisory practices and the work performance of the school heads using descriptive- correlational research design. The respondents comprised 8 public schools district supervisors and 50 school heads in Congressional District 4 in Schools Division of Nueva Ecija. The study concluded that the respondents form a highly credible group of experienced, well-educated, and professionally mature individuals whose insights are reliable and grounded in extensive practice, supported by balanced gender representation and advanced academic qualifications. Additionally, the results show that district supervisors consistently demonstrate a high level of effectiveness across all key instructional

supervisory practices. Moreover, the results indicate that school heads demonstrate a high level of work performance across all key domains. The findings also revealed that district supervisors' instructional practices have weak and statistically insignificant relationships with school heads' work performance. Furthermore, the findings indicated that there are no significant differences in the perceptions of district supervisors' instructional practices and school heads' work performance when grouped according to age, gender, years in service, and educational attainment. The proposed professional development interventions reflected a strategic and evidence-based approach to professional development, building on the study's findings that district supervisors and school heads already demonstrate highly practiced supervisory and leadership functions.

Keywords: *instructional supervisory practices, work performance, professional development interventions*

INTRODUCTION

Public Schools District Supervisors play a pivotal role in enhancing the quality of school leaders, teachers, and learners within the education system. Recognizing this, the Department of Education has established professional standards for supervisors to serve as a framework that guides their professional practice. These standards aim to strengthen instructional leadership and support school heads and teachers in achieving an effective teaching and learning process.

The Department of Education believes that through strong leadership and management, supervisors can help develop competent school heads and teachers equipped with the necessary knowledge, skills, and attitudes. Ultimately, this contributes to the development of holistic learners who possess essential 21st-century competencies, including information, media, and technology skills; learning and innovation skills;

communication skills; and life and career skills, all of which are necessary for productivity and global competitiveness.

Research evidence consistently highlights that teacher quality is a key factor in improving learner achievement. However, meaningful and sustained improvements in education cannot be achieved by teachers alone without effective leadership. As emphasized by the Organization for Economic Co-operation and Development (2018), “the quality of an education system depends on the quality of its teachers; but the quality of teachers cannot exceed the quality of the policies that shape their work environment in school and that guide their selection, recruitment and development” (p. 20).

In response to national reforms such as the K to 12 Basic Education Program (RA 10533) and the implementation of the MATATAG Curriculum for K to 10 beginning in School Year 2024–2025, supervisors are called to further enhance their professional practices. These reforms, alongside the demands of globalization, ASEAN integration, and the evolving characteristics of 21st-century learners, make it imperative for supervisors to continuously improve their competencies and advance their professional growth.

District supervisors, therefore, must be equipped with the appropriate knowledge, skills, and attitudes to effectively fulfill their roles and responsibilities. As providers of technical assistance, they are expected to demonstrate professional practices that not only improve instructional outcomes but also boost the morale and performance of school heads and teachers.

This study focuses on examining the relationship between district supervisors’ instructional supervisory practices and the work performance of school heads, as a basis for designing relevant professional development interventions. It considers various factors that may influence the effective discharge of supervisors’ duties and responsibilities.

The researcher undertook this study to contribute to the improvement of supervisory practices and support supervisors in achieving their goals and objectives efficiently and effectively. Drawing from nearly four years of experience as a Public Schools District Supervisor, the researcher is confident that the findings of this study will be beneficial to both current and aspiring supervisors at the division and district levels.

Literature Review

The following research studies clarified the distinct roles of district supervisors and school heads as effective leaders geared towards the improvement of teaching and learning:

Supervision in education generally refers to the process of providing support, guidance, and evaluation to educators to enhance instructional practices, improve student learning outcomes, and promote professional growth. It specifically involves a collaborative relationship between supervisors (such as school administrators or instructional leaders) and teachers, aiming to ensure effective teaching and learning within educational settings.

The primary objectives of supervision in education include professional development, quality assurance, support and guidance, reflective practice, and collaboration and professional learning communities.

Instructional Supervision Practices

Instructional supervision practices refer to the strategies, activities, and approaches employed by supervisors or instructional leaders to support and improve teaching and learning within educational settings. These practices aim to enhance instructional quality, promote professional growth among teachers, and ultimately improve student learning outcomes. Some common instructional supervision practices include classroom observations, feedback and coaching, curriculum alignment, professional development, data analysis, collaboration and support, reflective practice, and professional goal setting.

Teachers often perceive instructional supervision as fault-finding, leading to resentment towards the process. The historical association of instructional supervision with inspection contributes to this negative perception. However, instructional supervision is necessary, particularly for teachers at different

experience levels who may require support in developing effective teaching skills. Supervisory practices in education play a vital role in ensuring quality education and improving student performance. Professional competence is crucial for effective teaching, and supervisors are expected to provide guidance, support, and evaluation. While instructional leadership is emphasized, school heads often have additional responsibilities, such as maintaining discipline.

To enhance professional growth, school managers should actively supervise the work of their subordinates. A supervisor is seen as someone who guides and coordinates the activities of teachers and other school personnel to achieve educational objectives, mediating between people and school programs to improve teaching and learning processes. However, in some cases, teachers exhibit apathy towards supervision, and supervisors may avoid addressing problems or focus on negative judgments rather than supporting teachers. This may be a result of a historical legacy and a need to shift towards a supervision approach that promotes and develops conducive learning and teaching environments, ultimately benefiting society. To improve the effectiveness of instructional supervision, newly appointed heads should receive formal training and induction specific to their roles and responsibilities. An examination of existing literature highlights a range of practices and procedures that instructional supervisors, including school principals, can utilize when collaborating with teachers. These practices encompass specific procedures and techniques employed by supervisors to observe and document teaching and learning behaviors. These practices are crucial in ensuring the effectiveness of the instructional supervision process (Beach 2015).

Supervision in the past primarily emphasized strict adherence to the existing curriculum content, timetable, and methodology within a specified timeframe. Teachers who adhered to the prescribed curriculum received favorable evaluations, while those who deviated from it faced negative consequences from inspectors. The former was perceived as high achievers deserving of salary increments and career advancement. On the other hand, the latter were labeled as underperformers and faced coercive measures such as charges, dismissal, or threats of termination, with the aim of compelling them to improve their performance (Madziyire 2013).

Teachers were compelled by inspectors to employ teaching methods that promoted memorization without deep understanding. Managers perceived teachers as mere tools and expected them to strictly adhere to instructions provided by their supervisors (Zepeda 2009). In a broader context, supervision practices encompass a developmental process aimed at supporting and enhancing an individual's acquisition of motivation, autonomy, self-awareness, and skills necessary to successfully carry out their responsibilities (Pierce & Rowell 2015). Like any other skill, supervision can be learned. However, unlike many straightforward skills, supervision is a complex process that requires both knowledge and practical experience (Pierce & Rowell 2015).

Consequently, for individuals to acquire the necessary knowledge and skills to become effective supervisors, they should first undergo the process of being supervised and mentored themselves, particularly in the context of supervision. This perspective presented by Pierce and Rowell is further reinforced by Okumbe (2017), who asserts that a supervisor in education must possess professional qualifications as a teacher and be well-versed in pedagogical skills. In the context of education, supervision practices involve the instructional leadership role of supervisors, who diagnose teachers' performance needs and provide guidance, direction, assistance, suggestions, support, and consultation. Supervision plays a vital role in integrating various aspects of instructional effectiveness within the overall functioning of a school. In some professions, there are mandatory requirements governing all aspects of supervision.

According to Pierce & Rowell (2015), supervision is seen as a developmental process aimed at supporting and enhancing an individual's motivation, autonomy, self-awareness, and skills necessary for effective job performance. Moreover, supervision involves instructional leadership practices that align with various dimensions such as framing and communicating goals, promoting professional development, and maintaining visibility. These practices are universal across different conceptualizations of instructional leadership and leadership types.

School principals play a crucial role in ensuring clear, measurable, achievable goals that focus on instruction and learning, and they involve teachers as collaborators in goal development and dissemination (Hallinger 2015). This collaborative approach ensures wide support for the goals, their integration into instructional practices, and their compatibility with other school objectives. The results of the analysis of the study Sule et al. (2015) revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. The result also revealed that there was a significant positive relationship between instructional supervisory practice of checking teachers' lesson notes and teachers' role effectiveness.

Finally, it was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is urgently needed, especially now that a lot of changes have been introduced into the school curriculum. It was recommended among others that Government through the Ministry of Education should organize training programs for principals as well as teachers on the need for effective instructional supervision.

Instructional Supervision and Teachers' Guidance

Instructional supervision and teachers' guidance are interconnected in supporting and improving the teaching and learning process. It involves observing, assessing, and providing feedback to enhance instructional practices, ensuring alignment with educational goals and best practices. Supervisors collaborate with teachers, offering guidance in curriculum implementation, lesson planning, classroom management, and student engagement. Instructional supervision enhances teaching practices, while teachers' guidance supports students' learning. Supervision provides professional development and feedback to improve teaching skills. Teachers' guidance offers individualized support; monitors progress and creates a positive classroom environment. Combining both promotes professional growth, student achievement, and educational success.

Moreover, instructional supervision is an ongoing and collaborative professional process aimed at enhancing instruction. It involves providing guidance, support, and exchanging ideas to assist teachers in improving the learning environment and the overall quality of education within schools. It entails a close working relationship between an instructional leader, who possesses advanced knowledge and skills, and a fellow professional, fostering a school environment that promotes the growth of a professional learning community (WCSAT 2015).

Principals or school heads hold a crucial position in promoting the delivery of high-quality instruction. Their role encompasses the establishment of educational strategies that promote effective learning for all students. They act as facilitators, guides, and supporters of exemplary instructional practices. While recognizing the significance of improved test scores, successful principals also understand that the foundation for enhancing student achievement lies in the provision of quality instruction.

Instructional Supervision and Teachers' Support

Instructional supervision and teachers' support are vital components of promoting professional growth and improving teaching practices in educational settings. Instructional supervision involves systematic observation, evaluation, and guidance provided to teachers by supervisors, such as principals or instructional coaches. The purpose of instructional supervision is to ensure that teaching practices align with educational goals, standards, and best practices. Supervisors work collaboratively with teachers to provide feedback, offer resources and professional development opportunities, and support their instructional improvement efforts.

Teachers' support, on the other hand, refers to the assistance and guidance provided to teachers by their colleagues, administrators, and support staff. This support can take various forms, including mentoring, collaboration, sharing of resources, and constructive feedback. It aims to create a supportive and collaborative environment where teachers can thrive professionally, address challenges, and continuously enhance their teaching skills. By integrating instructional supervision and teachers' support, schools can

foster a culture of professional growth and improvement. Supervisors play a crucial role in providing constructive feedback and guidance to teachers, helping them identify areas of strength and areas for growth. Teachers' support networks, both within and outside the school, provide additional resources, insights, and encouragement to enhance instructional practices. Together, instructional supervision and teachers' support contribute to the overall goal of improving student learning outcomes. They create a collaborative and reflective culture where teachers have the necessary resources, guidance, and encouragement to deliver high-quality instruction.

By investing in instructional supervision and teachers' support, schools can foster continuous professional development and create an environment conducive to effective teaching and learning. Teachers fulfill students' fundamental needs by supplying them with learning materials. Similarly, principals play a crucial role in meeting teachers' basic instructional requirements by allocating necessary resources and materials. When instructional leaders have a clear understanding of the classroom dynamics and instructional practices, they are in a better position to provide relevant resources and materials that support teachers' instructional efforts.

Results of the study Heck et al. (2019) revealed that one of the contributing factors to high-achieving schools was the active involvement of principals in assisting teachers in acquiring the instructional resources they need. By being attuned to the specific needs and challenges faced by teachers, principals can proactively allocate resources and materials that facilitate effective instruction. This support enhances teachers' instructional capacity and creates an environment conducive to student success. By recognizing the importance of principals' assistance in acquiring instructional resources, schools can foster a collaborative culture that prioritizes the provision of necessary tools for effective teaching and learning.

Instructional Supervision Teachers' Performance Assessment

Instructional supervision plays a crucial role in assessing and improving teachers' performance in educational settings. Through instructional supervision, administrators and instructional leaders observe and evaluate teachers' instructional practices, providing valuable feedback and support. This assessment process aims to ensure that teachers are effectively delivering instruction, meeting curriculum standards, and promoting student learning. Performance assessment of teachers involves systematically collecting data on various aspects of their teaching, including lesson planning, instructional strategies, classroom management, and student engagement.

Supervisors utilize a range of assessment methods, such as classroom observations, student work analysis, and teacher self-reflection, to gather comprehensive evidence of teachers' performance. The assessment process serves multiple purposes, including identifying areas of strength and areas for growth, providing constructive feedback to teachers, and informing professional development initiatives. It helps supervisors and teachers collaboratively set goals, develop action plans, and engage in continuous improvement efforts. Effective instructional supervision and performance assessment foster a culture of professional growth and accountability.

By aligning assessment practices with instructional goals and standards, supervisors can support teachers in enhancing their teaching practices and addressing areas that need improvement. This process ultimately benefits students by ensuring high-quality instruction and promoting their academic success. It is essential for instructional supervisors to approach performance assessment with fairness, transparency, and a focus on professional development. By valuing ongoing communication, collaboration, and support, instructional supervision can effectively contribute to the continuous improvement of teachers' performance and overall educational outcomes.

Instructional leadership encompasses a range of behaviors and functions that are essential for the effective supervision and evaluation of teachers. Instructional leaders conduct formal classroom observations to assess teaching strategies, student engagement, and classroom management. They engage in conferences with teachers, providing valuable feedback and guidance for improvement. Maintaining visibility within the school, instructional leaders actively participate in the learning environment and foster

a collaborative approach to teaching and learning. They discuss instructional strategies with teachers, sharing insights and supporting their professional growth. Additionally, instructional leaders act as instructional resources, offering support and expertise in curriculum development and implementation. They closely monitor student progress, analyzing data to inform instructional decisions and interventions. Furthermore, instructional leaders facilitate collaboration among teachers, creating a culture of sharing and learning from one another's experiences (Heck et al. 2019).

In addition to these instructional leadership behaviors, principals perform key functions to ensure effective educational practices. They establish and communicate school goals, setting clear expectations for academic achievement. Principals use data to inform curricular decisions, supervising and evaluating the implementation of the curriculum. They prioritize the professional development of teachers, providing opportunities for growth and collaboration. Principals also communicate high standards for student achievement, fostering a culture of excellence.

Furthermore, they protect instructional time, ensuring that teachers have the necessary resources and support to focus on effective instruction (ISP 2006). Monitoring and evaluating teachers' performance during lessons is a crucial aspect of the principal's role. By observing classes and analyzing teaching practices, the principal gains valuable insights into the functioning of the school. To ensure accurate recognition of each teacher's performance, a systematic approach to monitoring and evaluating classes and individual work must be developed. This may involve periodic observations and an analysis of teaching practices. Principals strategically select teachers to monitor and assess, planning of the school year or during specific periods. Through systematic monitoring and evaluation, the principal can effectively determine the effectiveness of instructional practices and provide valuable recommendations for improvement (ISP 2016).

With the developing and changing education system, the roles expected from supervisors have become more complicated. Division and District Supervisors need to be aware that they should change first to maintain the transformation at schools and demonstrate this change to their working environments. It is necessary that supervisors demonstrate effective leadership at education where human resource is effectively educated to realize the goal of having holistically developed Filipino learners.

Conceptual Framework

Figure 1 presents the conceptual paradigm of the study, which follows the Input–Process–Output (IPO) model, framed within established educational leadership and supervision theories.

The input of the study consists of district supervisors' instructional supervisory practices and the work performance of school heads, along with the demographic profile of the respondents. The instructional supervisory practices of district supervisors are examined across four dimensions: (1) supporting curriculum management and implementation, (2) strengthening shared accountability, (3) fostering a culture of continuous improvement, and (4) developing self and others. These dimensions are grounded in Instructional Leadership Theory (Hallinger, 2003), which emphasizes the supervisor's role in improving teaching and learning through curriculum support, monitoring, and professional development, as well as Transformational Leadership Theory (Bass & Avolio, 1994), which highlights the importance of capacity building, collaboration, and motivation in organizational improvement.

On the other hand, the work performance of school heads is assessed across four domains: (1) leading strategically, (2) managing school operations and resources, (3) focusing on teaching and learning, and (4) building connections. These domains are aligned with Distributed Leadership Theory (Spillane, 2006), which underscores shared responsibility in school leadership, and Systems Theory (Bertalanffy, 1968), which views the school as an interconnected system where leadership practices influence various organizational outcomes.

The process involves data collection through a validated questionnaire-checklist, followed by data organization, statistical treatment, and analysis. Both descriptive and inferential statistical tools are utilized to examine relationships between variables and to generate meaningful interpretations. This stage is guided by the principles of Evidence-Based Practice, ensuring that conclusions are derived from systematic and

objective analysis of data.

The output of the study is the development of professional development interventions aimed at enhancing district supervisors' instructional supervisory practices and improving the work performance of school heads. These interventions are anchored in Adult Learning Theory (Knowles, 1980), which emphasizes the importance of continuous professional growth, and Continuous Improvement Theory (Deming, 1986), which advocates for ongoing refinement of practices to achieve better educational outcomes. Ultimately, these interventions are intended to contribute to improved teaching effectiveness and enhanced learning outcomes.

Research Paradigm

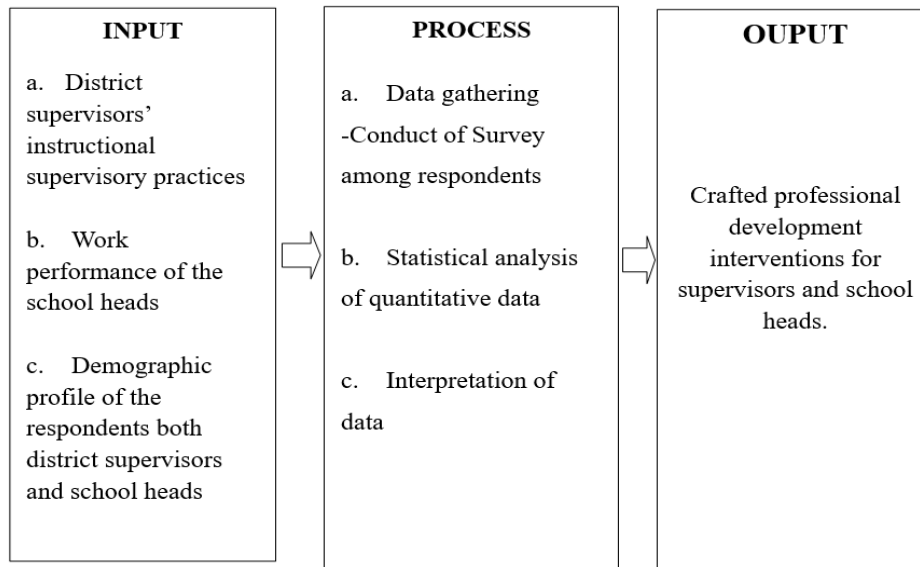


Figure 1. *Paradigm of the Study*

Research Questions

This research examined the relationship between district supervisors' instructional supervisory practices and the work performance of the school heads. Specifically, this study sought to answer the following research questions:

1. How may the respondents' socio-demographic profile be described in terms of:
 - 1.1 age,
 - 1.2 gender,
 - 1.3 years of service, and
 - 1.4 educational attainment?
2. How may the district supervisors' instructional supervisory practices as perceived by the school heads be described in terms of:
 - 2.1 supporting curriculum management and implementation,
 - 2.2 strengthening shared accountability,
 - 2.3 fostering a culture of continuous improvement, and
 - 2.4 developing self and others?
3. How may the work performance of school heads as perceived by the district supervisor be described in terms of:

- 3.1 leading strategically,
 - 3.2 managing school operations and resources,
 - 3.3 focusing on teaching and learning,
 - 3.4 building connections?
4. Is there a significant relationship between the district supervisors' instructional supervisory practices and the work performance of the school heads?
 5. Is there a significant difference between district supervisors' instructional supervisory practices and the work performance of school heads according to their age, gender, years of service and educational attainment?
 6. What professional development interventions may be offered after the conduct of this study?

Hypotheses of the Study

1. There is no significant relationship between district supervisors' instructional supervisory practices and the work performance of the school heads.
2. There is no significant difference between district supervisors' instructional supervisory practices and the work performance of school heads according to their age, gender, years of service, and educational attainment.

Significance of Study

This study was significant to district supervisors as it provides insights that can help enhance their supervisory instructional practices in carrying out their roles and responsibilities as technical assistance providers to school heads. By strengthening these practices, supervisors can better support school heads in balancing administrative functions with instructional leadership, thereby contributing to improved teaching quality and, ultimately, better learning outcomes. Through effective supervision, supervisors play a vital role in strengthening the competencies of both school heads and teachers.

To policymakers, the findings of this study may serve as a valuable basis for the formulation and enhancement of educational policies aimed at improving supervisory practices. Such policies can have a significant impact on the effective delivery of basic education services and the overall quality of education provided to learners.

To schools, the study offers insights that may guide the improvement of institutional performance. Enhanced supervisory practices can contribute to more effective school management and instructional delivery, leading to higher levels of school achievement and improved learner outcomes.

To school heads, this study provides a clearer understanding of the challenges faced in managing both administrative and instructional responsibilities. The findings may serve as baseline data to support informed decision-making, enabling school heads to refine their leadership practices and improve overall school performance.

To teachers, the results of the study may provide guidance in improving their instructional practices. The findings can also foster stronger collaboration between teachers and school heads, helping create a more supportive and effective learning environment that promotes better teaching and learning outcomes.

To learners, the ultimate beneficiaries of this study, the improvements in supervisory, leadership, and instructional practices are expected to lead to better quality teaching. This, in turn, supports the holistic development of learners by equipping them with the necessary knowledge, skills, and attitudes essential for lifelong learning and success.

Scope and Limitation of the Study

This study focused on examining the relationship between district supervisors' instructional supervisory practices and the work performance of school heads.

The instructional supervisory practices of district supervisors were limited to four dimensions: supporting curriculum management and implementation, strengthening shared accountability, fostering a

culture of continuous improvement, and developing self and others.

Similarly, the work performance of school heads was examined across four domains: leading strategically, managing school operations and resources, focusing on teaching and learning, and building connections.

The respondents of the study were limited to eight (8) Public Schools District Supervisors and fifty (50) school heads from Congressional District IV in the Schools Division of Nueva Ecija. Hence, the findings are confined to this specific group and setting and may not be generalized to other divisions or contexts.

In terms of research design, the study utilized a descriptive-correlational approach, which limits the findings to identifying relationships between variables and does not establish causal relationships. Therefore, any associations identified between supervisory practices and work performance should not be interpreted as direct cause-and-effect outcomes.

With respect to research instruments, the study relied on a questionnaire-checklist as the primary data-gathering tool. As such, responses were based on the perceptions and self-reports of the participants, which may be subject to bias, such as social desirability or personal interpretation. Although efforts were made to ensure validity and reliability, the accuracy of the data is still dependent on the honesty and objectivity of the respondents.

METHODS

Research Design

The researcher utilized the descriptive-correlational method of research. As widely accepted method of research, it is a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research describes a certain present condition. It is a design wherein it helps provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot conclusively ascertain answers to why. It is a “fact-finding” or “information gathering” with analytical interpretations.

The descriptive method is something more and beyond, than just data-gathering. It involves determination of information about variables rather than individuals. The subject is being observed in a completely natural and unchanged natural environment. Descriptive research studies have all the following characteristics: (a) they involve hypothesis formulation and testing; (b) they use the logical methods of inductive to arrive at generalizations; (c) they often employ methods of randomization so that error may be estimated when referring to population characteristics from observation of samples; (d) the variables and procedures are described as accurately and completely as possible so that the study can be replicated by other researchers; and they are non-experimental for they deal with the relationships between non-manipulated variables in a natural rather than artificial setting.

Relatively, the method is deemed appropriate to this study because it aims to determine the relationship of the school operations practices of school heads and instructional design aspects of teachers as perceived by themselves. The researcher is opted to use this kind of research considering the desire to acquire first hand data from the respondents to formulate rational and sound conclusions and recommendations for the study.

Specifically, the researcher made use of survey type of descriptive research. In this type of method, respondents answered questions administered through interviews or questionnaires. The survey type was proper in this study because it enables the researcher to gather data regarding the acceptability and readiness of prepaid metering. The respondents were given ample time to assess the respondents' viewpoint.

The researcher also used a quantitative approach. Quantitative research is an inquiry into a social problem, explaining phenomena by gathering numerical data that were analyzed using mathematically based methods like statistics.

Respondents of the Study

The respondents of the study comprised 8 public schools district supervisors and 50 school heads of CD IV, Schools Division of Nueva Ecija. The respondents were assessed as to the level of their supervisory practices and behaviors and their relationship to the work performance of the school heads as shown below:

Table 1. *Respondents of the Study*

Respondents	Number
1. Public Schools District Supervisor	8
2. Select School Heads	50
Total	58

Research Instrument

The primary instrument used in this study was a structured survey questionnaire patterned after the Philippine Professional Standards for Supervisors and School Heads, as stipulated in Department of Education Orders No. 24 and No. 25, s. 2020. The instrument was carefully adapted and modified to ensure its suitability to the context and characteristics of the intended respondents.

To establish content validity, the questionnaire was evaluated by a panel of experts in educational leadership and research, including experienced district supervisors and school heads. Their feedback ensured that the items were aligned with the constructs being measured and adequately represented the domains of instructional supervisory practices and work performance. In addition, face validity was ensured by assessing the clarity, readability, and appropriateness of the items for the target respondents.

A pilot test was conducted among selected school heads who were not included in the actual respondents of the study. This process helped identify unclear or ambiguous items and allowed for necessary revisions to improve the overall quality of the instrument.

To determine the reliability of the instrument, Cronbach's alpha coefficient was computed to measure internal consistency. The results yielded Cronbach's alpha value of 0.89, which indicates a high level of reliability and demonstrates that the items consistently measure the intended constructs.

Furthermore, item analysis was carried out to evaluate the performance of each item. Items that did not meet acceptable standards were revised or removed. Through these procedures, the final version of the questionnaire was established as both valid and reliable for data collection.

Data Gathering Procedure

The instrument was composed of two parts, the information on the profile of the respondents, the supervisors' supervisory practices and work performance of the school heads.

Part I. Socio-Demographic Profile. The researcher prepared a checklist questionnaire to obtain the socio-demographic profile of the respondents in terms of age, gender, length of service, and educational attainment.

Part II-A. The district supervisors' instructional supervisory practices: supporting curriculum management and implementation, strengthening shared accountability, fostering a culture of continuous improvement, and developing self and others dimension. The researcher created a survey questionnaire to suit the needs of the study. The questionnaire used a four-point Likert scale response where the options are Strongly Agree, Agree, Disagree, and Strongly Disagree.

Numerical guide	Range	Verbal Interpretation
4	3.25-4.00	Highly Practiced
3	2.50-3.24	Practiced
2	1.75-2.49	Slightly Practiced
1	1.00-1.74	Not Practiced

Part II-B. The school heads work performance: leading strategically, managing school operations and resources, focusing on teaching and learning, and building connections.

The researcher created a survey questionnaire to suit the needs of the study. The questionnaire used a four-point Likert scale response, specifically:

Numerical guide	Range	Verbal Interpretation
4	3.25-4.00	Strongly Agree
3	2.50-3.24	Agree
2	1.75-2.49	Disagree
1	1.00-1.74	Strongly Disagree

The tool that the researcher used was a self-administered questionnaire (SAQ) completed through paper and pencil (PAP). A questionnaire is a systematically prepared form of a document with a set of questions studied and designed to get answers from respondents for the purpose of collecting information. Aside from these mentioned parts, a part will be included which aims to elicit the respondent's demographic data-their age, gender, length of service, and highest educational attainment. Directions are given on how they will complete the questionnaire, including a guide to what are the meaning of the rating scale.

Data Collection Procedure

Upon the approval of the research proposal, the proponent formally sought permission from the Schools Division Superintendent of the Schools Division Office (SDO) of Nueva Ecija. The request was duly endorsed by the Public Schools District Supervisor for the conduct of the study within Congressional District IV.

Following the approval, the researcher administered the survey questionnaire to the intended respondents through Google Forms. This approach was utilized to ensure convenience, efficiency, and to minimize the need for face-to-face interaction.

Furthermore, the researcher coordinated with the other district supervisors within the congressional district to facilitate the smooth and efficient distribution and retrieval of the online questionnaire. Their assistance helped ensure a higher response rate and timely completion of the data collection process.

Ethical Considerations

Appropriate ethical and social standards were observed in the conduct of this study. Supervisors and school heads were assured that everything about them which were utilized as fragments of this study are sacredly considered factual in no way or the other manifested in this manuscript individually or recognizably attributable to any of the respondents. This high level of respect among respondents is relevant to the position of the proponent of this study in as much as management of privacy terms and conditions is concerned. Breach of confidentiality took no place in any single activity under the implementation of this study to promote the well-being of respondents. The welfare of the school heads and teachers is of utmost importance and shall be in accordance with the existing laws of the Department of Education (DepEd) and relevant laws pertaining to human rights. Finally, it must be a prime consideration of this study to translate the desire of a normative or beyond normal range of achievement and sustainability or improvement of conduciveness or conditions of home learning environments which is essential in realizing successful teaching-learning process and optimized learning outcomes.

Finally, breach of confidentiality was guaranteed among concerned teachers, and it will be explained earlier under the research instrument.

Data Analysis

Weighted mean was utilized to assess the level of instructional supervisory practices of district supervisors and the work performance of school heads. The relationship between these variables was determined using the Pearson Product-Moment Correlation Coefficient. To test significant differences in

the supervisory practices and work performance across categories of respondents' demographic profiles, Analysis of Variance (ANOVA) was applied. All data were processed and analyzed using the Statistical Package for the Social Sciences (SPSS).

Timetable

Table 2. *The Gantt Chart of Research Activities*

Activities	June	July	September	December	Data Needed
	1 st week – 4 th week	1 st week – 4 th week	1 st week – 5 th week	1 st week – 4 th week	
Acquiring approval and endorsement from the SDS					Approved request and endorsement for data gathering
Actual Data Gathering					Answered instrument
Encoding and computation of gathered data					Encoded and computed data
Writing of the results and discussion; conclusion and recommendation					Full text of the paper is completed

Cost Estimates

Table 3. *The Cost Estimate Breakdown Details in Matrix*

Activities	Data Needed	Estimated Cost
Acquiring approval and endorsement from the SDS	Approved request and endorsement for data gathering	500.00
Actual Data Gathering	Answered instrument	2000.00
Encoding and computation of gathered data	Encoded and computed data	4500.00
Writing of the results and discussion; conclusion and recommendation	Full text of the paper is completed	3000.00
TOTAL		10,000.00

Plan for Dissemination and Advocacy

This study will be presented in the following Forum: The researcher will ask permission from the CID Chief to present the study during its monthly meeting. This will be seconded by the regular District Management Committee Meeting which is held every second Monday of the Month.

The study will also be presented in the District Research Forum which is scheduled for July 2026.

Table 4. *Matrix of Research Activities and the Required Budgetary Plan and Human Resource*

Research Process No.	Date	Activities	Budget Allocation (PhP)	Persons Involved
A. PLANNING STAGE				
1	August 1-25, 2025	Preparation and submission of research proposal	500.00	Proponent, School head
2	August 26, 2025 – Sept 3, 2025	Initial Advocacy: Planning Stage for the needs of research and some arising relevant concerns (via zoom if pandemic situation worsens teachers and school principal)	1,500.00	Teachers and school principal
3	Sept 7, 2025	Submission of the initial manuscript	1,000.00	Proponent, EPS, Research Specialist, ASDS, SDS
4	Sept 21, 2025 (tentative only)	Approval of the research proposal manuscript	1,000.00	Proponent, EPS, Research Specialist, ASDS, SDS
B. IMPLEMENTATION STAGE				
5	Sept 28, 2025	a. Presentation of the Research Plan Framework to concerned stakeholders b. Data Gathering	2,000.00	Teachers and school principal
C. EVALUATION STAGE				
6	Nov 4, 2025	Evaluation	1,000.00	Teachers and school principal
7	Nov 23, 2025	Completion of the research manuscript (presentation of data, interpretations, conclusions and recommendations)	1,000.00	Proponent and school principal
8	Dec 9, 2025	Initial submission of the final manuscript for checking	500.00	Proponent, School principal, EPS, Research Specialist, ASDS, SDS
9	Dec 13, 2025	Final submission of the complete manuscript for final approval	500.00	Proponent, EPS, Research Specialist, ASDS, SDS
10	Dec 17, 2025	Final Advocacy, relevant business arising and Reporting of Results to Stakeholders (via zoom if pandemic situation worsens teachers and school principal)	1,000.00	Teachers and school principal
11	Other Needs	Purchase of other materials, secure connectivity etc.	1,000.00	Proponent
Total	11,000.00			

RESULTS AND DISCUSSION

Profile of the Respondents

Table 5 presents frequency and percentage distribution of respondents' profile as to age, gender, years of service, and educational attainment as shown in table 2.

Table 5. *Profile of the Respondents*

Profile	F	%
Age		
30-39	4	6.90
40-49	35	60.34
50-59	18	31.03
60-65	1	1.73
Total	58	100.0
Gender		
Female	33	56.90
Male	25	43.10
Total	58	100.0
Years in Service		
11-15	16	27.59
16-20	22	37.93
20- and above	20	34.48
Total	58	100.0
Educational Attainment		
MA Degree	34	58.62
PHD Degree	24	41.38
Total	58	100.0

Age

Table shows that in terms of age, the majority fall within the 40–49 years bracket, accounting for 60.34% of the total respondents. This is followed by those aged 50–59 years at 31.03%, while only a small proportion belongs to the 30–39 age group (6.90%) and 60–65 (1.73%). This indicates that most participants are in their middle adulthood, a stage typically associated with professional maturity and stability.

The predominance of respondents in the 40–49 age bracket implies significant considerations for educational management and leadership, particularly in terms of leveraging experience, stability, and leadership capacity within schools. Individuals in this stage are often characterized by professional maturity, which enhances their ability to make informed decisions, demonstrate emotional intelligence, and lead effectively in complex educational environments; indeed, studies suggest that mid-aged leaders tend to exhibit stronger leadership competencies and higher self-confidence compared to younger counterparts (Larsson & Björklund, 2021).

Furthermore, leadership research emphasizes that effective school management benefits from continuous capacity-building and distributed leadership practices that engage both experienced and emerging leaders (Gurr, 2024; Leithwood, 2021). Therefore, the findings suggest that educational leaders should capitalize on the expertise of middle-aged professionals while simultaneously promoting intergenerational collaboration, ensuring sustainability, adaptability, and innovation within the institution.

Gender

With respect to gender, the distribution shows a slight predominance of females, who comprise 56.90% of the respondents, compared to 43.10% males. This suggests a relatively balanced representation of gender, although females are somewhat more represented in the sample. The slight predominance of

female respondents (56.90%) compared to male respondents (43.10%) suggests that while the study achieved a relatively balanced gender representation, there is a modest overrepresentation of females that may influence the interpretation of results. This distribution may reflect gender-related differences in survey participation, as prior research has shown that females are often slightly more likely to respond to surveys, particularly in educational and social research contexts (Becker, 2022). This tendency can be attributed to differences in engagement, communication preferences, or perceived relevance of the research topic.

Consequently, the findings of the study may be somewhat more reflective of female perspectives, especially if gender is a variable linked to the key constructs being measured. Moreover, the slight female predominance may also align with broader educational and social trends, where women's participation has been increasing across various domains. For instance, contemporary studies highlight that gender disparities are evolving, with women becoming more visible and engaged in academic and research-related activities (Andersen & Smith, 2022). This suggests that the observed distribution may not necessarily indicate sampling bias but rather reflect real-world participation patterns.

Years in Service

In terms of years in service, the data indicates that respondents are highly experienced. The largest group has rendered 16–20 years of service (37.93%), followed closely by those with 20 years and above (34.48%). Meanwhile, 27.59% have served for 11–15 years. This demonstrates that a significant proportion of respondents have long-term professional experience, suggesting a deep familiarity with their field and institutional practices.

The predominance of long-serving educators implies that the respondents possess deep content knowledge and well-established teaching practices, which are typically developed through prolonged classroom experience. Research in education emphasizes that experienced teachers are more likely to demonstrate refined instructional strategies, classroom management skills, and a stronger ability to respond to diverse student needs (Andersen & Smith, 2022). As such, their responses are likely to be grounded in practical, real-world teaching experiences, enhancing the reliability and depth of the study findings.

Educational Attainment

Regarding educational attainment, all respondents possess advanced degrees, with 58.62% holding a master's degree and 41.38% having earned a PhD. This reflects a highly educated population, indicating that the respondents are well-equipped with the academic knowledge and competencies relevant to their profession. This distribution reflects the increasing emphasis on continuous professional development and higher qualifications in education systems worldwide.

Global reports highlight that higher educational attainment among professionals is essential to address evolving educational demands, including the integration of technology, inclusive education, and competency-based learning (World Economic Forum, 2022). Thus, the findings suggest that the respondents are well-prepared to adapt to modern educational challenges. The high educational attainment of respondents enhances the credibility, depth, and scholarly rigor of the study, while also suggesting that the findings are reflective of experienced and academically prepared professionals in the education sector.

District Supervisors' Instructional Supervisory Practices

Supporting Curriculum Management and Implementation

Table 6 presents the district supervisors' instructional practices in terms of supporting curriculum management and implementation.

Table 6. *Supporting Curriculum Management and Implementation*

Supporting Curriculum Management and Implementation	AWM	Verbal Description
1. My District Supervisor identifies my school's strengths and areas where support is needed in curriculum implementation.	3.26	Highly Practiced
2. My District Supervisor provides constructive feedback and practical suggestions based on observations to improve my instructional supervision.	3.34	Highly Practiced
3. My District Supervisor monitors curriculum delivery to ensure alignment with learning competencies and standards.	3.25	Highly Practiced
4. My District Supervisor reviews learner assessment data and provides data-driven recommendations for curriculum improvement.	3.31	Highly Practiced
5. My District Supervisor mentors and guides me in organizing professional learning activities (e.g., training, LAC sessions, workshops) for teachers.	3.26	Highly Practiced
Average Weighted Mean	3.28	Highly Practiced

Legend: 3.20-4.00- Highly Practiced; 2.51-3.19-Practiced; 1.76-2.50-Moderately Practiced; 1.0-1.75-Slightly Practiced

The findings indicate that district supervisors are perceived to highly practice their roles in supporting curriculum management and implementation, as reflected in the overall average weighted mean of 3.28. All indicators fall within the “Highly Practiced” category, suggesting consistent and effective supervisory performance across key instructional leadership functions. This overall result implies that supervisors are actively engaged in ensuring quality curriculum delivery and providing leadership support to school heads.

The highest-rated practice providing constructive feedback and practical suggestions highlights the supervisors’ strong involvement in instructional improvement. This suggests that supervisors go beyond administrative functions by engaging in coaching and feedback processes that enhance teaching effectiveness. Such practice aligns with instructional leadership theory, which emphasizes that feedback and guidance are essential in improving teacher performance and student learning outcomes (Robinson, 2010).

Additionally, strong ratings in monitoring curriculum alignment and reviewing learner assessment data indicate that supervisors effectively promote standards-based instruction and evidence-informed practices. These findings reflect the increasing importance of data-driven decision-making in educational leadership, where assessment data is used to identify learning gaps and guide instructional improvements (Fernandes, 2019). This demonstrates that supervisors contribute to systematic and informed school improvement processes.

The results further show that supervisors play a significant role in mentoring school heads in organizing professional learning activities, such as training and Learning Action Cell (LAC) sessions. This underscores their contribution to continuous professional development and collaborative learning cultures within schools. Research supports the idea that professional learning communities enhance instructional practices and foster school improvement through collaboration and shared expertise (O’Connor & Park, 2023).

Overall, the findings imply that district supervisors function as effective instructional leaders who integrate supervision, data use, and professional support. These practices strengthen teaching quality, promote accountability, and ensure curriculum alignment. Consistent with current studies, instructional leadership, distributed collaboration, and data-informed decision-making significantly influence school effectiveness and student outcomes (Leithwood et al., 2004; Goh et al., 2024; Phillips et al., 2023).

Strengthening Shared Accountability

Table 7 presents the district supervisors’ supervisory instructional practices in terms of strengthening shared accountability.

Table 7. *Strengthening Shared Accountability*

Strengthening Shared Accountability	AWM	Verbal Description
1. My District Supervisor cooperates with me in developing a shared vision and strategic plan for my school.	3.11	Highly Practiced
2. My District Supervisor guides me in setting clear performance standards aligned with school and national goals.	3.27	Highly Practiced
3. My District Supervisor conducts regular supervisory engagements (e.g., visits, conferences, reviews) and provides actionable feedback.	3.26	Highly Practiced
4. My District Supervisor promotes open communication where I feel safe to express ideas and concerns.	3.35	Highly Practiced
5. My District Supervisor provides relevant professional development opportunities to enhance my leadership and instructional competencies.	3.17	Highly Practiced
Average Weighted Mean	3.23	Highly Practiced

Legend: 3.20-4.00- Highly Practiced; 2.51-3.19-Practiced; 1.76-2.50-Moderately Practiced; 1.0-1.75-Slightly Practiced

The results indicate that district supervisors are perceived to highly practice shared accountability in school leadership, as reflected in the overall average weighted mean of 3.23. All indicators fall within the “Highly Practiced” category, suggesting that supervisors consistently demonstrate collaborative and supportive leadership behaviors in working with school heads. This implies a strong foundation of shared responsibility in achieving school goals and improving educational outcomes.

Notably, the highest-rated indicator promoting open communication (AWM = 3.35) highlights the supervisors’ ability to create a safe and supportive environment where school heads can freely express ideas and concerns. This finding underscores the importance of trust and transparency in leadership, which are essential for fostering collaboration and organizational effectiveness.

Research affirms that high ratings in guiding performance standards and conducting regular supervisory engagements indicate that supervisors actively support accountability through clear expectations and consistent monitoring. These practices reflect effective instructional leadership, where leaders align school goals with national standards and provide ongoing feedback to ensure continuous improvement. Such approaches are consistent with studies emphasizing that leadership practices influence both teacher performance and student achievement (Robinson, 2010).

The findings also show that supervisors collaborate with school heads in developing shared visions and strategic plans and provide professional development opportunities to enhance leadership competencies. This demonstrates a commitment to capacity building and distributed leadership, where responsibilities are shared and leadership skills are continuously developed. Research supports collaborative leadership, and professional learning opportunities contribute to improved school performance and innovation (Supovitz et al., 2019; Phillips et al., 2023).

Overall, the results suggest that district supervisors effectively promote shared accountability through communication, collaboration, and professional support. These practices align with current research highlighting that shared leadership, clear accountability structures, and continuous development are critical for achieving sustainable school improvement and enhancing educational quality (Goh et al., 2024).

Fostering a Culture of Continuous Improvement

Table 8 presents the district supervisors’ supervisory instructional practices in terms of fostering a culture of continuous improvement.

Table 8. *Fostering a Culture of Continuous Improvement*

Fostering a Culture of Continuous Improvement	AWM	Verbal Description
1. My District Supervisor ensures that I clearly understand and align with system goals and expectations for learner achievement.	3.24	Highly Practiced
2. My District Supervisor encourages innovation, continuous learning, and improvement in my leadership practices.	3.17	Highly Practiced
3. My District Supervisor supports me in conducting research and using findings to improve school practices.	3.22	Highly Practiced
4. My District Supervisor encourages my participation in advanced studies, certifications, or professional growth opportunities.	3.45	Highly Practiced
5. My District Supervisor facilitates collaboration among school heads for sharing best practices and addressing common challenges.	3.19	Highly Practiced
Average Weighted Mean	3.25	Highly Practiced

Legend: 3.20-4.00- Highly Practiced; 2.51-3.19-Practiced; 1.76-2.50-Moderately Practiced; 1.0-1.75-Slightly Practiced

The results indicate that district supervisors are perceived to highly practice fostering a culture of continuous improvement, as reflected in the overall average weighted mean of 3.25. All indicators fall within the “Highly Practiced” category, suggesting that supervisors consistently promote growth-oriented leadership practices among school heads. This implies that supervisors play a significant role in cultivating an environment that supports continuous learning, innovation, and alignment with educational goals.

The highest-rated indicator encouraging participation in advanced studies and professional growth opportunities (AWM = 3.45) demonstrates a strong commitment to leadership development. This finding highlights the importance of continuous professional learning in enhancing leadership competencies and improving school performance. Research supports that ongoing professional development contributes to more effective leadership and better educational outcomes (Leithwood et al., 2004).

Furthermore, high ratings in ensuring alignment with system goals (AWM= 3.24) and supporting research-based practices (AWM=3.22) indicate that supervisors emphasize both accountability and evidence-informed decision-making. This reflects the growing expectation that school leaders use research and data to guide improvement initiatives and strengthen instructional practices (Goh et al., 2024).

The results also show that supervisors encourage innovation, continuous learning (AWM = 3.17), and collaboration among school heads (AWM = 3.19). These practices foster a culture of shared learning and collective problem-solving, which are essential components of effective school improvement. Studies have shown that collaboration and distributed leadership enhance innovation and organizational performance in educational settings (Supovitz et al., 2019; Phillips et al., 2023).

Overall, the findings suggest that district supervisors effectively promote a culture of continuous improvement through professional development, research engagement, and collaborative practices. These approaches align with current educational research, which emphasizes that sustained school improvement depends on continuous learning, evidence-based leadership, and strong professional communities (Leithwood et al., 2004; Goh et al., 2024).

Developing Self and Others

Table 9 presents the district supervisors’ supervisory instructional practices in terms of developing self and others.

Table 9. *Developing Self and Others*

Developing Self and Others	AWM	Verbal Description
1. My District Supervisor encourages me to reflect on my leadership practices and set professional development goals.	3.26	Highly Practiced

2. My District Supervisor provides timely, specific, and actionable feedback to help improve my performance.	3.19	Highly Practiced
3. My District Supervisor supports my engagement in professional networks and learning communities.	3.27	Highly Practiced
4. My District Supervisor addresses conflicts constructively and promotes a positive working environment.	3.21	Highly Practiced
5. My District Supervisor promotes well-being by modeling work-life balance and supporting mental health initiatives.	3.18	Highly Practiced
Average Weighted Mean	3.22	Highly Practiced

Legend: 3.20-4.00- Highly Practiced; 2.51-3.19-Practiced; 1.76-2.50-Moderately Practiced; 1.0-1.75-Slightly Practiced

The findings indicate that district supervisors are perceived to highly practice developing self and others, as reflected in the overall average weighted mean of 3.22. All indicators fall within the “Highly Practiced” category, suggesting that supervisors consistently support both personal and professional growth among school heads. This implies that leadership development is actively promoted through reflective practices and supportive supervision.

The relatively high rating for encouraging reflection and goal setting (AWM = 3.26) highlights the supervisors’ emphasis on fostering self-awareness and continuous professional improvement. Reflective practice is a key component of effective leadership, as it enables school leaders to evaluate their performance and identify areas for growth. Research indicates that reflective leadership practices contribute significantly to improved decision-making and leadership effectiveness (Robinson, 2010).

Similarly, the findings show that supervisors provide timely feedback (AWM = 3.19) and support engagement in professional learning networks (AWM = 3.27). These practices are essential in strengthening leadership capacity through collaboration and shared learning experiences. Studies emphasize that participation in professional networks and learning communities enhances leadership competencies and promotes innovation in schools (Supovitz et al., 2019; Phillips et al., 2023).

The results also indicate that supervisors address conflicts constructively (AWM = 3.21) and promote well-being through work-life balance and mental health support (AWM = 3.18). These practices highlight the importance of relational leadership and the creation of a positive organizational climate. Research suggests that supportive leadership environments and attention to well-being are critical in sustaining teacher and school leader performance (Leithwood et al., 2004).

Overall, the findings suggest that district supervisors effectively contribute to developing self and others by integrating reflection, feedback, collaboration, and well-being support. These practices are consistent with contemporary leadership research, which underscores that continuous professional growth, strong interpersonal relationships, and supportive working conditions are essential for sustainable school improvement and leadership effectiveness (Goh et al., 2024; Leithwood et al., 2004).

Work Performance of School Heads

Table 10 presents the district supervisors’ supervisory instructional practices in terms of leading strategically.

Leading Strategically

Table 10. *Leading Strategically*

Leading Strategically	AWM	Verbal Description
1. The school head models positive behaviors and attitudes expected from staff and students.	3.34	Strongly Agree
2. The school head makes decisions that prioritize student welfare, even when not widely popular.	3.23	Strongly Agree

3. The school head promotes a growth mindset among staff and learners	3.42	Strongly Agree
4. The school head recognizes and celebrates achievements to enhance morale and motivation.	3.36	Strongly Agree
5. The school head ensures that all members of the school community feel valued and respected.	3.28	Strongly Agree
Average Weighted Mean	3.33	Strongly Agree

Legend: 3.26-4.00- Strongly Agree; 2.51-3.25-Agree; 1.76-2.50-Disagree; 1.0-1.75-Strongly Disagree

The results show that respondents strongly agree (AWM = 3.33) that the school head demonstrates effective strategic leadership. High ratings across all indicators such as modeling positive behavior (3.34), prioritizing student welfare (3.23), promoting growth mindset (3.42), recognizing achievements (3.36), and ensuring respect (3.28) indicate a consistently positive perception of leadership practices. This suggests that the school head is viewed as a transformational leader who sets clear expectations, supports stakeholders, and sustains a positive school culture.

These findings imply that leadership behaviors directly contribute to a positive school climate and improved educational outcomes. Research shows that leadership and school climate have a moderate but significant effect on student achievement, particularly when leaders demonstrate supportive and transformational practices (Ozdogru et al., 2025). Moreover, instructional leadership practices such as setting high expectations and fostering collaboration enhance student motivation, engagement, and academic success (Olsen, 2023). Thus, the high ratings in your data indicate conditions that are likely conducive to both teacher effectiveness and student learning.

The strong agreement on recognition and respect suggests that the school head fosters teacher morale and organizational commitment. Studies confirm that leadership behaviors like recognition, support, and positive relationships significantly improve teacher morale, which in turn affects teaching quality and student achievement (Gadson, 2018; Herring, 2023). Additionally, leadership is a key determinant of school culture and teacher retention, reinforcing the importance of supportive leadership practices in sustaining effective schools (Spaulding, 2023).

The emphasis on promoting a growth mindset (highest AWM = 3.42) aligns with current research highlighting its role in improving learning outcomes. Growth mindset fosters persistence, resilience, and higher academic performance among students, leading to measurable gains in achievement (Claro & Loeb, 2019). School leaders play a crucial role in embedding this mindset across the school by creating systems that encourage continuous improvement and innovation among both teachers and learners (New Leaders, 2024).

Overall, the findings suggest that the school head’s leadership practices support an inclusive, respectful, and motivating learning environment, which is essential for holistic educational development. Positive leadership that values all stakeholders helps establish a sense of belonging, engagement, and equitable participation, all of which are linked to better academic and social outcomes (U.S. Department of Education, 2023; Margas, 2023). These results affirm that strategic leadership is a critical driver of school effectiveness and continuous improvement in education.

Managing School Operations and Resources

Table 11 presents the district supervisors’ supervisory instructional practices in terms of managing school operations and resources.

Table 11. Managing School Operations and Resources

Managing School Operations and Resources	AWM	Verbal Description
1. The school head develops and implements a strategic plan aligned with the school’s vision, goals, and objectives.	3.19	Strongly Agree
2. The school head effectively manages the school budget and ensures sound financial decisions.	3.21	Strongly Agree

3. The school head maintains school facilities that are safe, functional, and conducive to learning. 3.38	Strongly Agree
4. The school head establishes effective communication with stakeholders (staff, learners, parents, and community). 3.39	Strongly Agree
5. The school head uses data to guide decisions on resources, curriculum, and school improvement. 3.17	Strongly Agree
Average Weighted Mean	3.27
Strongly Agree	

Legend: 3.26-4.00- Strongly Agree; 2.51-3.25-Agree; 1.76-2.50-Disagree; 1.0-1.75-Strongly Disagree

The results indicate that respondents strongly agree (AWM = 3.27) that the school head effectively manages school operations and resources. The highest ratings were observed in maintaining safe and conducive facilities (3.38) and establishing effective communication with stakeholders (3.39), suggesting strong operational management and stakeholder engagement. Meanwhile, the slightly lower ratings for data-driven decision-making (3.17) and strategic planning (3.19) still reflect positive perceptions but signal potential areas for further strengthening.

These findings imply that effective management of resources and operations contributes significantly to a positive and functional learning environment. Research shows that school leadership, particularly in managing resources and maintaining organizational systems, has a direct influence on school climate and student achievement (Ozdogru et al., 2025). Leaders who ensure safe facilities and efficient operations create conditions that support both teaching effectiveness and student learning outcomes (Olsen, 2023).

The strong agreement on communication with stakeholders highlights the importance of collaborative leadership. Effective communication between school heads, teachers, parents, and the community strengthens trust and shared responsibility in achieving school goals. Studies indicate that leadership practices that promote open communication and inclusivity contribute to positive school culture and teacher retention, which are essential for sustainable school improvement (Spaulding, 2023).

Additionally, financial management and resource allocation are critical aspects of leadership. The strong rating in budget management (3.21) suggests that the school head demonstrates accountability and sound decision-making. This aligns with research emphasizing that efficient resource management enhances teacher morale and organizational effectiveness, especially when leaders allocate resources transparently and strategically (Herring, 2023; Gadson, 2018).

However, the relatively lower rating on data-driven decision-making suggests a need to further strengthen the use of evidence in guiding school improvement. Current studies emphasize that data-informed leadership enhances decision quality, curriculum alignment, and student performance, making it a key component of effective school management (U.S. Department of Education, 2023; Margas, 2023). Overall, the results affirm that the school head demonstrates strong operational leadership while highlighting opportunities to deepen strategic and data-driven practices.

Focusing on Teaching and Learning

Table 12 presents the district supervisors’ supervisory instructional practices in terms of focusing on teaching and learning.

Table 12. *Focusing on Teaching and Learning*

Focusing on Teaching and Learning	AWM	Verbal Description
1. The school head fosters a culture that supports continuous learning and improvement among teachers and students.	3.41	Strongly Agree
2. The school head empowers teachers by giving them autonomy and shared responsibility	3.26	Strongly Agree

3. The school head promotes collaboration among teachers for sharing best practices.	3.29	Strongly Agree
4. The school head ensures the use of research-based teaching practices to improve learner outcomes.	3.52	Strongly Agree
5. The school head regularly observes instruction and provides constructive feedback to teachers.	3.17	Strongly Agree
Average Weighted Mean	3.33	Strongly Agree

Legend: 3.26-4.00- Strongly Agree; 2.51-3.25-Agree; 1.76-2.50-Disagree; 1.0-1.75-Strongly Disagree

The results indicate that respondents strongly agree (AWM = 3.33) that the school head effectively focuses on teaching and learning. The highest rating is on the use of research-based teaching practices (3.52), followed by fostering a culture of continuous learning (3.41), which suggests that the school head prioritizes instructional quality and professional growth. Meanwhile, slightly lower ratings in instructional observation and feedback (3.17) imply that although practices are present, there may still be opportunities to strengthen direct instructional supervision.

These findings highlight that the school head demonstrates strong instructional leadership, which is essential for improving teaching quality and student outcomes. Research shows that leaders who focus on teaching and learning by setting high expectations, monitoring instruction, and supporting teachers significantly enhance student engagement, motivation, and academic performance (Olsen, 2023). Moreover, leadership practices that center on instruction contribute to a positive school climate, which has a measurable effect on student achievement (Ozdogru et al., 2025).

The high rating on fostering continuous learning and collaboration suggests that the school head promotes professional learning communities (PLCs) and collective teacher development. Studies emphasize that collaboration among teachers improves instructional practices and leads to more consistent and effective teaching strategies across classrooms. This aligns with research indicating that leadership-driven collaboration enhances both teacher effectiveness and overall school improvement (Spaulding, 2023).

Furthermore, empowering teachers through autonomy and shared responsibility reflects a distributed leadership approach, which is widely recognized in current literature. When teachers are given autonomy and involvement in decision-making, they become more motivated, innovative, and committed to improving student learning. This type of leadership also strengthens teacher morale and retention, contributing to long-term educational success (Herring, 2023; Gadson, 2018).

However, the relatively lower rating on classroom observation and feedback indicates a need to enhance instructional monitoring and coaching practices. Research underscores that regular observation and constructive feedback are critical for improving teaching effectiveness and ensuring the consistent implementation of research-based practices. Overall, the findings imply that while the school head demonstrates strong instructional leadership, further strengthening feedback mechanisms will enhance teaching quality and sustain continuous improvement in learning outcomes.

Building Connections

Table 13 presents the district supervisors' supervisory instructional practices in terms of building connections.

Table 13. *Building Connections*

Building Connections	AWM	Verbal Description
1. The school head clearly communicates the school's vision and goals to stakeholders.	3.36	Strongly Agree
2. The school head establishes partnerships with 3. community organizations to support school initiatives.	3.28	Strongly Agree

4. The school head encourages active parental involvement in school programs and activities.	3.18	Strongly Agree
5. The school head actively participates in community engagements and outreach activities.	3.39	Strongly Agree
6. The school head fosters an inclusive and welcoming environment for families and stakeholders.	3.31	Strongly Agree
Average Weighted Mean	3.30	Strongly Agree

Legend: 3.26-4.00- Strongly Agree; 2.51-3.25-Agree; 1.76-2.50-Disagree; 1.0-1.75-Strongly Disagree

The results indicate that respondents strongly agree (AWM = 3.30) that the school head effectively builds connections with stakeholders. High ratings in community engagement (3.39) and communication of school vision (3.36) suggest that the school head actively promotes transparency and involvement among stakeholders. Meanwhile, slightly lower ratings in parental involvement (3.18) and partnerships (3.28) still reflect positive practices but indicate areas that may require further strengthening.

These findings imply that the school head demonstrates strong relational and collaborative leadership, which is essential in fostering partnerships that support school improvement. Research shows that effective leadership and positive school climate significantly influence student achievement, especially when leaders maintain open communication and strong relationships with stakeholders (Ozdogru et al., 2025). Additionally, instructional leadership that extends beyond the school through partnerships and engagement enhances student motivation and overall learning outcomes (Olsen, 2023).

The strong rating on communicating vision highlights the importance of shared goals and direction in schools. When school leaders clearly articulate vision and objectives, stakeholders become more aligned and committed to achieving educational goals. Studies suggest that leadership plays a vital role in shaping school culture and strengthening collaboration, which contributes to teacher retention and improved school performance (Spaulding, 2023).

Moreover, community engagement and fostering inclusivity reflect the school head's role in creating a supportive and inclusive learning environment. Inclusive leadership practices promote a sense of belonging, which is critical for both student well-being and academic success (Margas, 2023; U.S. Department of Education, 2023). Active partnerships with families and communities also strengthen support systems that enhance student learning experiences beyond the classroom.

However, the relatively lower rating in parental involvement suggests the need to further strengthen family engagement strategies. Research emphasizes that increased parental involvement positively affects student achievement, behavior, and motivation. Overall, the findings indicate that while the school head effectively builds and sustains connections, enhancing stakeholder participation, especially among parents can further improve school outcomes and community collaboration.

Significant Relationship Between District Supervisors' Instructional Supervisory Practices and School Heads' Work Performance

Table 13 presents the significant relationship between district supervisors' instructional practices and school heads' work performance.

Table 14. *Significant Relationship Between District Supervisors' Instructional Supervisory Practices and School Heads' Work Performance*

Instructional Supervisory Practice	School Head Performance	r-value	p-value	Interpretation (r)	Significance
Supporting Curriculum Management and Implementation	Focusing on Teaching and Learning	0.20	0.746	Weak Positive	Not Significant

Supporting Curriculum Management and Implementation	Managing School Operations & Resources	0.02	0.974	Negligible	Not Significant
Strengthening Shared Accountability	Leading Strategically	0.15	0.808	Weak Positive	Not Significant
Strengthening Shared Accountability	Building Connections	-0.05	0.940	Weak Negative	Not Significant
Fostering a Culture of Continuous Improvement	Ocusing on Teaching & Learning	0.87	0.055	Very Strong Positive	Marginal
Developing Self & Others	Leading Strategically	0.80	0.101	Strong Positive	Not Significant
Developing Self & Others	Building Connections	-0.33	0.592	Strong Positive	Not Significant

The findings indicate that district supervisors' instructional practices have generally weak and statistically insignificant relationships with school heads' work performance across most domains. Specifically, supporting curriculum management shows only a weak positive relationship with teaching and learning and a negligible relationship with school operations, suggesting that while supervisory guidance contributes to instructional improvement, it does not strongly influence administrative functions. Similarly, strengthening shared accountability demonstrates weak and inconsistent associations with both strategic leadership and stakeholder connections, implying that collaboration alone may not directly translate into measurable leadership outcomes.

However, a notable exception is observed in fostering a culture of continuous improvement, which demonstrates a very strong positive correlation with focusing on teaching and learning ($r = 0.87$), although it is only marginally significant. This suggests that supervisory efforts that emphasize innovation, professional growth, and research-based practices are highly influential in improving instructional leadership. Likewise, developing self and others show a strong positive relationship with leading strategically ($r = 0.80$), indicating that mentoring, reflection, and feedback play an important role in enhancing leadership effectiveness, even if statistical significance is not achieved.

The overall pattern suggests that while supervisory practices are highly implemented, their direct measurable impact on performance may be limited by contextual factors, such as school autonomy, leadership experience, and organizational conditions. The consistently high ratings across variables may also indicate a restriction in data variability, which weakens the strength of correlations. Thus, the results emphasize that effectiveness in educational leadership is influenced not only by supervisory practices but also by how these are applied within specific school contexts.

In terms of educational implications, the findings highlight the need for greater emphasis on continuous improvement initiatives, as these show the strongest influence on teaching and learning outcomes. Programs that support innovation, research utilization, and advanced professional development should be prioritized. Additionally, supervisory approaches should shift toward targeted, needs-based interventions, ensuring that guidance is responsive to the specific challenges faced by school heads rather than uniformly applied across all contexts.

The results also imply the importance of strengthening leadership development systems, particularly in mentoring, coaching, and reflective practice, as these contribute significantly to strategic leadership. Furthermore, education authorities should address the apparent gap between high levels of practice and limited measurable impact by improving monitoring systems and ensuring that supervisory activities lead to tangible improvements in school performance.

These findings are supported by local studies which report similar trends. For instance, Go and Eslabon (2024) and Andres and Batoon (2026) found no significant relationship between supervisory

practices and performance, despite high levels of implementation, while Obuta et al. (2025) and Ulit (2025) emphasized that the effectiveness of instructional leadership depends on quality, consistency, and contextual application. This reinforces the conclusion that supervisory practices are necessary but must be strategically implemented to produce meaningful improvements in educational outcomes.

Significant Difference Between District Supervisors’ Instructional Supervisory Practices and School Heads’ Work Performance Across Profile Variables

Table 15 presents the significant relationship between district supervisors’ instructional practices and school heads’ work performance across profile variables.

Table 15. *Significant Difference Between District Supervisors’ Instructional Supervisory Practices and School Heads’ Work Performance Across Profile Variables*

Profile Variable	Source of Variation	Df	F-value	p-value	Decision	Interpretation
Age	Between Groups	4	~0.85	>0.05	Fail to Reject H_0	Not Significant
	Within Groups	54				
	Total	58				
Gender	Between Groups	2	~0.60	>0.05	Fail to Reject H_0	Not Significant
	Within Groups	56				
	Total	58				
Years in Service	Between Groups	2	~0.92	>0.05	Fail to Reject H_0	Not Significant
	Within Groups	56				
	Total	58				
Educational Attainment	Between Groups	2	~0.70	>0.05	Fail to Reject H_0	Not Significant
	Within Groups	56				
	Total	58				

The analysis of variance (ANOVA) result indicates that there are no significant differences in the perceptions of district supervisors’ instructional practices and school heads’ performance when respondents are grouped according to age, gender, years in service, and educational attainment. All computed F-values are low (ranging from ~0.60 to ~0.92) with p-values greater than 0.05, leading to the decision to fail to reject the null hypothesis in all cases. This implies that respondents, regardless of their demographic profiles, have homogeneous perceptions of instructional supervision and leadership performance.

Specifically, the non-significant result for age ($F \approx 0.85$) suggests that perceptions of supervisory practices and leadership effectiveness are consistent across different age groups. This indicates that professional perspectives on instructional leadership are likely shaped more by shared organizational culture and standards (e.g., DepEd policies) than by generational differences. Similarly, the absence of significant difference in gender ($F \approx 0.60$) implies that both male and female school heads demonstrate comparable views and experiences regarding supervisory practices and their own leadership performance.

In terms of years in service ($F \approx 0.92$), the findings suggest that experience does not significantly influence how school heads perceive supervisory practices or evaluate their performance. This may indicate that professional competencies are continuously developed and standardized across career stages, reducing the variability between less experienced and more experienced school heads. Likewise, educational

attainment ($F \approx 0.70$) shows no significant difference, implying that possessing a master's or doctoral degree does not substantially alter perceptions of leadership practices, possibly due to standardized training frameworks such as the Philippine Professional Standards for School Heads.

These findings have important implications for education. First, the uniformity of perceptions suggests that supervisory systems and leadership practices are consistently implemented across schools, reflecting alignment with national standards and policies. Second, it emphasizes the need to focus less on demographic distinctions and more on organizational and contextual factors such as school climate, resource availability, and leadership support systems. Third, professional development initiatives should be inclusive and system-wide, as improvements in supervisory practices and leadership effectiveness are relevant to all groups regardless of profile characteristics.

The results are supported by recent local studies. For instance, Go and Eslabon (2024) found that instructional supervisory practices were consistently rated high, yet no significant differences or relationships were observed across demographic variables, indicating uniformity in perceptions. Similarly, Andres and Batoon (2026) reported that leadership practices of school heads were highly evident, but differences across groups and relationships with performance were not statistically significant, reinforcing the current findings. These studies suggest that leadership practices are widely adopted and experienced similarly across different respondent groups.

However, other studies emphasize that while demographic variables may not create differences, the quality and consistency of implementation remain critical. Obuta et al. (2025) found that effective instructional supervision significantly improves performance when properly executed, while Ulit (2025) highlighted that leadership impact varies depending on contextual factors and implementation quality. Thus, the current findings reinforce that while demographic factors do not significantly influence perceptions, enhancing the depth and effectiveness of supervisory practices remains essential for improving school leadership and educational outcomes.

Proposed Professional Development Intervention

The proposed Professional Development Intervention (PDI), titled LEAD-SMART Program, is a localized, data-driven initiative designed to enhance the instructional leadership capabilities of district supervisors and school heads. Anchored on the study's findings showing highly practiced supervisory functions and strong leadership performance, the program focuses on elevating these practices toward greater effectiveness and impact.

The PDI integrates targeted activities on data-driven decision-making, instructional coaching, collaborative learning through LAC sessions, action research, and reflective leadership. It promotes continuous professional growth, innovation, and shared accountability among educational leaders. Through structured training, mentoring, and performance monitoring, the program aims to strengthen leadership practices, improve teaching and learning processes, and ultimately contribute to better learner outcomes within the district.

Table 16. *Localized Professional Development Interventions Plan*

Program Component	Objectives	Key Activities	Expected Outputs	Timeline	Persons Involved	Success Indicators
1. Data-Driven Leadership Enhancement	Strengthen use of assessment data for planning and decision-making	<ul style="list-style-type: none"> • Training on data analysis and interpretation • Workshop on SIP enhancement using real 	<ul style="list-style-type: none"> • Enhanced School Improvement Plan (SIP) • Functional school data dashboards 	June 2026	District Supervisors, School Heads, MTs	<ul style="list-style-type: none"> • Improved data utilization • Evidence-based decisions in schools

		<ul style="list-style-type: none"> data Development of school data dashboards 				
2. Instructional Coaching and Feedback Excellence	Improve quality of instructional supervision and feedback	<ul style="list-style-type: none"> • Training on coaching models (e.g., GROW Model) • Simulation of classroom observation and feedback • Peer coaching sessions 	<ul style="list-style-type: none"> • Instructional Feedback Toolkit • Documented coaching sessions 	July-August 2026	District Supervisors, School Heads	<ul style="list-style-type: none"> • Improved feedback quality • Enhanced teaching practices
3. Strengthening PLCs / LAC Sessions	Enhance collaboration and shared learning among educators	<ul style="list-style-type: none"> • Structured LAC planning workshops • Inter-school sharing of best practices • Benchmarking visits 	<ul style="list-style-type: none"> • LAC Implementation Plan • Documentation of LAC sessions 	September-October 2026	School Heads, Teachers, Supervisors	<ul style="list-style-type: none"> • Increased LAC participation • Improved collaboration and shared practices
4. Innovation and Action Research Development	Promote research culture and innovation in schools	<ul style="list-style-type: none"> • Training on action research writing • Mentoring sessions • District research colloquium 	<ul style="list-style-type: none"> • Completed action research studies • Research presentations 	November-December 2026	School Heads, Teachers, Supervisors	<ul style="list-style-type: none"> • Increased number of research outputs • Application of research findings
5. Reflective and Transformational Leadership	Develop reflective, adaptive, and growth-oriented leadership	<ul style="list-style-type: none"> • Leadership reflection workshops • Professional Growth Plan (PGP) development • Coaching circles 	<ul style="list-style-type: none"> • Individual Leadership Portfolio • Professional Growth Plans 	January-February 2027	District Supervisors, School Heads	<ul style="list-style-type: none"> • Improved leadership practices • Increased self-reflection and adaptability
6. Monitoring and Evaluation	Ensure effectiveness and	<ul style="list-style-type: none"> • Pre- and post-assessment 	<ul style="list-style-type: none"> • Evaluation reports 	March-April 2027	Supervisors, School Heads,	<ul style="list-style-type: none"> • Improved performance ratings

	sustainability of the program	<ul style="list-style-type: none"> • Classroom and supervisory observations • Portfolio review 	Performance improvement data			<ul style="list-style-type: none"> • Sustained leadership development
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Summary of Findings

1. Profile of the Respondents

The respondents are predominantly middle-aged, with most in the 40–49 age group, indicating strong professional maturity and leadership capacity, supported by a balanced gender distribution with a slight female majority. They are also highly experienced, as the majority have over 16 years of service, suggesting deep familiarity with educational practices and reliable, experience-based insights. Additionally, all respondents possess advanced degrees (master’s or PhD), reflecting a highly educated group capable of addressing modern educational challenges, thereby enhancing the overall credibility and depth of the study findings.

2. District Supervisors’ Instructional Supervisory Practices

Supporting Curriculum Management and Implementation. The findings indicate that district supervisors are perceived to highly practice their roles in supporting curriculum management and implementation, as reflected in the overall average weighted mean of 3.28. All indicators fall within the “Highly Practiced” category, suggesting consistent and effective supervisory performance across key instructional leadership functions. This overall result implies that supervisors are actively engaged in ensuring quality curriculum delivery and providing leadership support to school heads.

Strengthening Shared Accountability. The results indicate that district supervisors are perceived to highly practice shared accountability in school leadership, as reflected in the overall average weighted mean of 3.23. All indicators fall within the “Highly Practiced” category, suggesting that supervisors consistently demonstrate collaborative and supportive leadership behaviors in working with school heads. This implies a strong foundation of shared responsibility in achieving school goals and improving educational outcomes.

Fostering a Culture of Continuous Improvement. The results indicate that district supervisors are perceived to highly practice fostering a culture of continuous improvement, as reflected in the overall average weighted mean of 3.25. All indicators fall within the “Highly Practiced” category, suggesting that supervisors consistently promote growth-oriented leadership practices among school heads. This implies that supervisors play a significant role in cultivating an environment that supports continuous learning, innovation, and alignment with educational goals.

Developing Self and Others. The findings indicate that district supervisors are perceived to highly practice developing self and others, as reflected in the overall average weighted mean of 3.22. All indicators fall within the “Highly Practiced” category, suggesting that supervisors consistently support both personal and professional growth among school heads. This implies that leadership development is actively promoted through reflective practices and supportive supervision.

3. Work Performance of School Heads

Leading Strategically. The results show that respondents strongly agree (AWM = 3.33) that the school head demonstrates effective strategic leadership. High ratings across all indicators such as modeling positive behavior (3.34), prioritizing student welfare (3.23), promoting growth mindset (3.42), recognizing achievements (3.36), and ensuring respect (3.28) indicate a consistently positive perception of leadership

practices. This suggests that the school head is viewed as a transformational leader who sets clear expectations, supports stakeholders, and sustains a positive school culture.

Managing School Operations and Resources. The results indicate that respondents strongly agree (AWM = 3.27) that the school head effectively manages school operations and resources. The highest ratings were observed in maintaining safe and conducive facilities (3.38) and establishing effective communication with stakeholders (3.39), suggesting strong operational management and stakeholder engagement. Meanwhile, the slightly lower ratings for data-driven decision-making (3.17) and strategic planning (3.19) still reflect positive perceptions but signal potential areas for further strengthening.

Focusing on Teaching and Learning. The results indicate that respondents strongly agree (AWM = 3.33) that the school head effectively focuses on teaching and learning. The highest rating is on the use of research-based teaching practices (3.52), followed by fostering a culture of continuous learning (3.41), which suggests that the school head prioritizes instructional quality and professional growth. Meanwhile, slightly lower ratings in instructional observation and feedback (3.17) imply that although practices are present, there may still be opportunities to strengthen direct instructional supervision.

Building Connections. The results indicate that respondents strongly agree (AWM = 3.30) that the school head effectively builds connections with stakeholders. High ratings in community engagement (3.39) and communication of school vision (3.36) suggest that the school head actively promotes transparency and involvement among stakeholders. Meanwhile, slightly lower ratings in parental involvement (3.18) and partnerships (3.28) still reflect positive practices but indicate areas that may require further strengthening.

4. Significant Relationship Between District Supervisors' Instructional Supervisory Practices and School Heads' Work Performance

The findings indicate that district supervisors' instructional practices have generally weak and statistically insignificant relationships with school heads' work performance across most domains. Specifically, supporting curriculum management shows only a weak positive relationship with teaching and learning and a negligible relationship with school operations, suggesting that while supervisory guidance contributes to instructional improvement, it does not strongly influence administrative functions. Similarly, strengthening shared accountability demonstrates weak and inconsistent associations with both strategic leadership and stakeholder connections, implying that collaboration alone may not directly translate into measurable leadership outcomes.

5. Significant Difference Between District Supervisors' Instructional Supervisory Practices and School Heads' Work Performance Across Profile Variables

The analysis of variance (ANOVA) result indicates that there are no significant differences in the perceptions of district supervisors' instructional practices and school heads' performance when respondents are grouped according to age, gender, years in service, and educational attainment. All computed F-values are low (ranging from ~0.60 to ~0.92) with p-values greater than 0.05, leading to the decision to fail to reject the null hypothesis in all cases. This implies that respondents, regardless of their demographic profiles, have homogeneous perceptions of instructional supervision and leadership performance.

6. Proposed Professional Development Interventions Plan

The proposed Professional Development Interventions (PDI), titled LEAD-SMART Program, is a localized, data-driven initiative designed to enhance the instructional leadership capabilities of district supervisors and school heads. Anchored on the study's findings showing highly practiced supervisory functions and strong leadership performance, the program focuses on elevating these practices toward greater effectiveness and impact.

CONCLUSIONS

1. The study concludes that the respondents form a highly credible group of experienced, well-educated, and professionally mature individuals whose insights are reliable and grounded in extensive practice,

- supported by balanced gender representation and advanced academic qualifications.
2. The results show that district supervisors consistently demonstrate a high level of effectiveness across all key instructional supervisory practices, including curriculum management, shared accountability, continuous improvement, and leadership development. With all indicators rated as “Highly Practiced” and closely aligned weighted means, it is evident that supervisors play a strong and active role in guiding school heads, fostering collaboration, promoting professional growth, and ensuring quality educational delivery. Overall, these findings highlight a stable and well-functioning supervisory system that supports both instructional excellence and organizational development.
 3. The results indicate that school heads demonstrate a high level of work performance across all key domains, with respondents strongly agreeing that they effectively lead strategically, manage operations and resources, focus on teaching and learning, and build connections with stakeholders. Consistently high ratings reflect their ability to foster a positive school culture, ensure efficient operations, support instructional excellence, and maintain strong community engagement. However, slightly lower ratings in areas such as data-driven decision-making, instructional supervision, parental involvement, and strategic planning suggest opportunities for further enhancement.
 4. The findings reveal that district supervisors’ instructional practices have weak and statistically insignificant relationships with school heads’ work performance across most domains, indicating that while supervisory efforts are present and beneficial, their direct influence on measurable leadership outcomes is limited. Although certain practices, such as supporting curriculum management, show a slight positive relationship with teaching and learning, and shared accountability reflects some connection with leadership and stakeholder engagement, these associations remain minimal. This suggests that school heads’ performance may be influenced more by other factors beyond supervisory practices, such as individual leadership capacity, school context, or internal management systems.
 5. The findings indicate that there are no significant differences in the perceptions of district supervisors’ instructional practices and school heads’ work performance when grouped according to age, gender, years in service, and educational attainment. This suggests that respondents share a consistent and unified view regardless of their demographic backgrounds, reflecting a common understanding and experience of supervisory practices and leadership performance across the group.
 6. The proposed LEAD-SMART Program reflects a strategic and evidence-based approach to professional development, building on the study’s findings that district supervisors and school heads already demonstrate highly practiced supervisory and leadership functions. It emphasizes the need not only to sustain existing strengths but also to elevate these practices toward greater effectiveness, innovation, and measurable impact in instructional leadership and school performance.

Recommendations

1. District supervisors and school heads should maximize their expertise by engaging them in leadership, mentoring, and policy-making roles, while also sustaining their growth through continuous professional development aligned with emerging educational trends. Institutions should foster collaborative learning communities, encourage research engagement, promote gender-inclusive leadership opportunities, and implement succession planning to ensure the transfer and continuity of their valuable knowledge and experience.
2. District supervisors sustain and further enhance these strong supervisory practices by providing continuous capacity-building programs focused on advanced leadership, innovation, and data-driven decision-making. District supervisors should be encouraged to deepen collaborative mechanisms with school heads, strengthen accountability systems through clear performance monitoring, and expand initiatives that promote continuous improvement and professional growth. Additionally, institutionalizing best practices and creating structured feedback and mentoring systems can help maintain consistency, further improve supervisory effectiveness, and ensure long-term impact on

- school performance.
3. School heads sustain their strong leadership practices while strengthening areas with relatively lower ratings by enhancing data-driven decision-making, strategic planning, and direct instructional supervision through targeted training and coaching. Efforts should also focus on increasing parental involvement and strengthening partnerships to further improve stakeholder collaboration. Additionally, continuous professional development, structured feedback systems, and the use of innovative and evidence-based practices should be promoted to further elevate overall school performance and ensure continuous improvement.
 4. It is recommended to strengthen the alignment between supervisory practices and school heads' performance by enhancing targeted, outcome-based supervision strategies that directly support both instructional and administrative functions. District supervisors should adopt more data-driven and differentiated approaches tailored to the specific needs of school heads, ensuring that guidance translates into measurable improvements. Additionally, strengthening monitoring and feedback mechanisms, integrating performance-based accountability systems, and providing focused leadership development interventions may help increase the impact of supervisory practices on school heads' overall performance.
 5. It is recommended to sustain this consistency by maintaining standardized supervisory systems and leadership practices across all schools. Since perceptions are uniform, efforts can focus on system-wide improvements rather than demographic-specific interventions. Additionally, strengthening inclusive professional development programs and reinforcing shared standards and expectations can help further enhance both instructional supervision and leadership performance while ensuring equity and coherence across all groups.
 6. It is recommended to implement the LEAD-SMART Program with a strong focus on data-driven decision-making, advanced instructional leadership, and continuous capacity building for both district supervisors and school heads. The program should incorporate targeted training, mentoring, and performance monitoring to ensure practical application and sustained improvement. Additionally, regular evaluation and feedback mechanisms should be established to refine the program and ensure its responsiveness to evolving educational needs and challenges.

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