

Interplay Of Instructional Supervisory Styles of School Heads with Teachers' Performance and Learners' Achievement in Selected Secondary Schools in the National Capital Region

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ABSTRACT

This study determined the interplay of instructional supervisory styles of school heads with English teachers' performance and learners' achievement in selected secondary schools in the National Capital Region during School Year 2019–2020. A descriptive research design was employed among 30 school heads and 734 English teachers drawn purposively from 30 mega or big public secondary schools in the Schools Divisions of Caloocan, Manila, and Quezon City. Two researcher-developed survey questionnaires gathered data on directive, alternative, collaborative, non-directive, and creative supervision; supervisory assistance; teachers' Individual Performance Commitment Review Form (IPCRF) ratings; and learners' Mean Percentage Scores (MPS).

The instruments were reviewed by five experts and pilot-tested with 30 non-participants, yielding a Cronbach alpha reliability of 85.9%. Data were analyzed using frequency, percentage, weighted mean, ranking, t-test, and Pearson correlation. Teacher respondents rated the supervisory styles lower overall than school heads ($M = 4.13$ versus 4.53), and the difference was significant ($t = 6.0275$, $p = .0003$). Teacher performance improved across the three reported school years, while learner results shifted from No Mastery toward Nearing Mastery and With Mastery. The source study also reported significant relationships between supervisory styles and teacher performance ($r = .8367$), supervisory styles and learner achievement ($r = .5779$), and teacher performance and learner achievement ($r = .9305$). The findings supported the development of an intensive instructional supervisory plan emphasizing regular supervision, instructional assistance, professional development, action research, and support for learner achievement.

Keywords: *instructional supervision, supervisory styles, teacher performance, learner achievement, instructional leadership, secondary education*

INTRODUCTION

Instructional supervision is a central responsibility of school leadership because it links school goals with the daily work of teachers and the learning experiences of students. In the Philippine basic education system, Republic Act No. 9155 assigns school heads responsibility for instructional leadership and the administrative and instructional supervision of schools (Republic of the Philippines, 2001). The source dissertation likewise treats supervision as a continuous, cooperative process through which school heads guide, assist, facilitate, and monitor instruction so that teachers can improve classroom practice and student learning.

Supervision is most productive when it goes beyond compliance monitoring and becomes differentiated professional support. School heads may employ directive, alternative, collaborative, non-directive, or creative

approaches depending on teachers' needs, expertise, confidence, and the instructional problem being addressed. Such flexibility is important because teachers differ in professional maturity and because the demands of curriculum implementation, assessment, classroom management, and twenty-first-century learning cannot be addressed effectively through a single supervisory approach (Domingo, 2016; Shodiya, 2017).

The research problem emerged from the need to establish whether the supervisory styles used by school heads are meaningfully connected with teacher performance and learner achievement. Although supervision is routinely implemented, the source study identified a need for localized evidence from large public secondary schools in the National Capital Region that simultaneously examines supervisory styles, the assistance provided to teachers, teachers' IPCRF performance, and learners' English achievement. The inquiry therefore moved beyond describing supervisory practice by examining differences in the assessments of teachers and school heads and the relationships among supervision, teacher performance, and learner outcomes.

Accordingly, the study aimed to determine the instructional supervisory styles employed by school heads in supervising English teachers; compare teacher and school-head assessments of those styles; describe supervisory assistance in lesson and resource preparation, delivery of instruction, and assessment of learning outcomes; examine English teachers' IPCRF performance and learners' English MPS over three school years; test the reported relationships among supervisory styles, teacher performance, and learner achievement; and use the findings as the basis for an intensive instructional supervisory plan for school heads.

Literature Review

Instructional supervision and educational leadership

Instructional supervision positions the school head as a leader of teaching and learning rather than only an administrator. Domingo (2016) emphasizes that instructional leadership involves setting goals, monitoring instruction, guiding teachers, and assessing learner development. Empirical work similarly shows that direct supervision can shape teacher role performance and that principals' administrative and instructional competencies are related to the quality of teachers' work (Ampofo et al., 2019; Owan & Agunwa, 2019). In this sense, supervision creates an organizational mechanism through which expectations for instruction are translated into professional support and accountability.

The literature also presents supervision as a developmental process. Wanzare (2012) and Omemu (2017) describe effective supervision as involving guidance, monitoring, feedback, and sustained professional interaction, while Malunda et al. (2016) connect instructional supervision with teachers' pedagogical practices. Dea (2016) further highlights the practical tension between supervisory expectations and classroom realities, suggesting that effective supervisory work requires attention to both institutional goals and teachers' actual professional conditions.

Differentiated supervisory styles and teacher development

Supervisory approaches vary in the degree of direction, participation, and teacher autonomy they provide. Shodiya (2017) distinguishes directive, collaborative, and non-directive models and explains that each is suited to different supervisory needs. Ibrahim (2018) likewise reports that collaborative and directive approaches can be perceived differently by supervisors and those being supervised, underscoring the importance of matching style to context. Aldaihani (2017) found that prevalent supervisory styles may be associated with teaching performance, reinforcing the practical relevance of supervisory choice.

Differentiated support is especially important when supervision aims to develop professional capacity rather than merely rate performance. Stark et al. (2017) advocate solution-focused supervision that promotes teacher development, while Paulsen and Martin (2013) show that teachers' beliefs about supervision influence how support is received. Kreinbacher (2016) further demonstrates that supervision is embedded in school micropolitics, meaning that trust, communication, role expectations, and professional relationships shape how supervisory practices operate in real settings.

Supervision, teacher performance, and professional growth

A recurring theme in the literature is the connection between supervision and teachers' professional functioning. Tesfaw and Hofman (2014) found a relationship between instructional supervision and professional development, while Nwambam and Eze (2017) locate supervision as an important mechanism for strengthening teacher effectiveness. Eze (2015) similarly shows that teachers' perceptions of supervision are linked to capacity building, suggesting that the value of supervisory practice depends partly on whether teachers experience it as developmental, useful, and responsive to their needs.

Teacher attitudes toward supervision also matter. Ilgan et al. (2015) and Sungu et al. (2014) report links between principals' instructional supervision behaviors and teacher job satisfaction, indicating that supervisory practice has both technical and relational dimensions. Goden et al. (2016) further connect school heads' instructional competencies with teacher management, supporting the source study's focus on supervisory assistance in lesson preparation, instructional delivery, and assessment as concrete pathways through which school heads may influence teachers' performance.

Instructional supervision and learner achievement

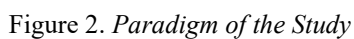
The ultimate rationale for instructional supervision is improvement in student learning. Usman (2015) reports that instructional supervision can affect secondary-school students' academic performance, while Wambui (2015) links head teachers' supervision practices with pupil performance. Al Fhadi et al. (2013) likewise found that educational supervision was viewed as particularly effective in enhancing teaching-learning processes. These studies support an indirect pathway in which school heads strengthen teachers' practice and, through improved instruction, contribute to better learner outcomes.

The quality of instructional leadership also depends on supervisors' ability to use evidence, observe classrooms, and prepare teachers for instructional leadership responsibilities. Vogel (2018) emphasizes how principals define and prepare for instructional leadership, and Yilmaz (2019) highlights supervision as a core duty of school principals. Taken together, this literature supports examining teacher performance and learner achievement alongside supervision rather than treating them as isolated outcomes.

Theoretical and conceptual grounding

The source dissertation is anchored in Vygotskian social constructivism and instructional scaffolding. In this perspective, learning is socially mediated and develops through interaction with more knowledgeable others. McLeod (2018), summarizing Vygotsky's framework, emphasizes guided participation and the Zone of Proximal Development. The dissertation applies this logic at two levels: school heads scaffold teachers' professional learning through supervision, while teachers scaffold learners' academic development through instruction.

The study's conceptual paradigm therefore treats instructional supervisory styles as the central supervisory input, followed by the assistance school heads provide to teachers, with teacher performance and learner achievement as linked outcomes. This arrangement is consistent with the literature showing that supervisory practice is most meaningful when it combines differentiated support, professional learning, and attention to student results (Domingo, 2016; Tesfaw & Hofman, 2014). The study culminates in an intensive instructional supervisory plan intended to strengthen the connection among school leadership, teacher performance, and learner achievement.



METHODS

Research Design

The study employed a descriptive research design to describe the supervisory styles used by school heads, the assistance provided to teachers, teachers' performance, and learners' achievement, and to examine differences and relationships among these variables. The design was applied to School Year 2019–2020 and combined descriptive summaries with inferential comparisons and correlations reported in the source dissertation.

Research Locale

The study was conducted in selected large public secondary schools in three Schools Division Offices in the National Capital Region: Caloocan, Manila, and Quezon City. The researcher purposively selected 10 mega or big schools from each division, for a total of 30 participating schools. Pilot testing of the research instruments was conducted separately at Valenzuela National High School in the Schools Division of Valenzuela City.

Participants and Sampling Technique

The detailed methodology identified 30 school heads and 734 English teachers as respondents. The school-head group consisted of 10 respondents from each of the three participating divisions. The teacher group included 275 from Caloocan, 167 from Manila, and 292 from Quezon City. The schools were purposively chosen because they were classified as mega or big schools and represented the large NCR divisions included in the study.

Research Instrument

Two researcher-developed survey questionnaires were used, one for school heads and another for English teachers. The instruments covered respondent profiles; directive, alternative, collaborative, non-directive, and creative instructional supervisory styles; supervisory assistance in lesson and resource preparation, delivery of instruction, and assessment of learning outcomes; English teachers' IPCRF performance for three school years; and learners' English MPS for the same period. The questionnaires were reviewed by five validators with expertise in supervision, English, research, and school leadership. A pilot test with 30 non-participants produced a Cronbach alpha reliability result of 85.9%, which the source manuscript interpreted as very high reliability.

Data Gathering Procedure

The researcher secured an endorsement from the University of Caloocan City Graduate School and permission from the Department of Education National Capital Region and the participating Schools Division Offices. After division approval, the researcher coordinated with the selected schools and personally administered the questionnaires with the assistance of school heads and department heads. Respondents completed the questionnaires beyond their official time while on the school campus. The instruments were retrieved after three days, after which the data were classified, organized, tabulated, analyzed, and interpreted.

Data Analysis

Frequency and percentage distributions were used to summarize supervisory assistance, teacher performance, and learner achievement. Weighted mean and ranking described the extent and relative standing of supervisory styles and assistance indicators. A t-test was used to compare the assessments of teachers and school heads, while Pearson correlation was used for the reported relationships between supervisory styles and teacher performance, supervisory styles and learner achievement, and teacher performance and learner achievement. A five-point Likert scale interpreted supervisory-style ratings from Never to Always.

Ethical Consideration

The source manuscript documented formal institutional and administrative permissions before data collection and specified that respondents completed the survey beyond their official work time. It also separated pilot-test participants from the final respondents. The dissertation did not report a separate institutional ethics-

review approval number or a detailed consent protocol; therefore, no such approval number or procedure is asserted in this journal conversion.

RESULTS AND DISCUSSION

Instructional supervisory styles employed by school heads

The five supervisory styles were generally reported as frequently or consistently used, but teachers and school heads differed in the intensity of their assessments. Teacher respondents rated alternative and collaborative supervision as Always used, while directive, non-directive, and creative supervision were rated Often. School heads rated all five styles as Always used. When the two groups were averaged, four styles—directive, alternative, collaborative, and non-directive—fell in the Always category, whereas creative supervision remained at the upper boundary of Often.

Table 1. *Summary of instructional supervisory styles*

Supervisory style	Teachers M (VI)	School heads M (VI)	Average M (VI)
Directive	4.11 (Often)	4.48 (Always)	4.30 (Always)
Alternative	4.24 (Always)	4.60 (Always)	4.42 (Always)
Collaborative	4.20 (Always)	4.55 (Always)	4.38 (Always)
Non-directive	4.13 (Often)	4.66 (Always)	4.40 (Always)
Creative	3.99 (Often)	4.37 (Always)	4.18 (Often)

The prominence of alternative, collaborative, and non-directive practices is consistent with literature that frames effective supervision as differentiated and developmental rather than uniformly prescriptive. Shodiya (2017) emphasizes matching the level of direction to teachers' needs, while Ibrahim (2018) shows that supervisors and those being supervised may experience the same supervisory approach differently. The gap between teachers' and school heads' ratings therefore suggests that perceived frequency and quality of supervision depend on professional role and direct experience.

Difference between teacher and school-head assessments

The source study reported a significant difference between the two respondent groups. Teachers recorded an overall mean of 4.13, while school heads recorded 4.53. The computed t-value was 6.0275 with $p = .0003$, leading the source study to reject the null hypothesis. This confirms that school heads tended to evaluate their supervisory practice more favorably than teachers did.

Table 2. *Difference in assessments of instructional supervisory styles*

Respondent group	Mean	Variance	t	p	Decision
Teachers	4.13	0.0092	6.0275	.0003	Significant
School heads	4.53	0.0126	—	—	—

Role-based differences in perception are not unusual in supervision research. Ilgan et al. (2015) and Sungu et al. (2014) show that teachers' assessments of supervision are shaped by their own professional experience and work context. The present finding therefore supports the need for structured dialogue and feedback mechanisms so that supervisors can compare self-assessments with teachers' actual experience of supervisory support.

Supervisory assistance for instruction

Across the three assistance dimensions, delivery of instruction ranked first, followed by lesson and resource preparation, then assessment of learning outcomes. Teacher and school-head respondents were broadly aligned on the ordering of the dimensions, indicating that supervisory assistance was most visible in the immediate work of teaching. The pattern reflects the practical emphasis of instructional supervision on classroom delivery while still recognizing preparation and assessment as integral components.

Table 3. *Summary of supervisory assistance provided by school heads*

Assistance dimension	Teacher frequency	School-head frequency	Overall rank
Lesson and resource preparation	723	21	2
Delivery of instruction	724	22	1
Assessment of learning outcomes	722	21	3

This result is aligned with evidence that supervision is most effective when it attends directly to teaching practice. Ampofo et al. (2019) connect direct supervision with teacher role performance, and Goden et al. (2016) emphasize the importance of school-head instructional competencies in managing teachers. The finding also suggests that assessment support should remain a deliberate part of supervision rather than being overshadowed by lesson delivery.

Teacher performance and learner achievement across three school years

Teacher IPCRF ratings showed a favorable shift over the three reported school years. The proportion rated Satisfactory declined from 4% in 2016–2017 to 1% in 2017–2018 and 0% in 2018–2019. Very Satisfactory remained dominant at 93%, 92%, and 92%, while Outstanding increased from 3% to 7% and then 8%. Learner MPS also improved: No Mastery declined from 47% to 26% and 17%, while Nearing Mastery rose from 38% to 53% and 60%, and With Mastery increased from 15% to 21% and 23%.

Table 4. *Teacher performance and learner achievement trends*

Indicator	2016–2017	2017–2018	2018–2019
Teachers: Satisfactory	4%	1%	0%
Teachers: Very Satisfactory	93%	92%	92%
Teachers: Outstanding	3%	7%	8%
Learners: No Mastery	47%	26%	17%
Learners: Nearing Mastery	38%	53%	60%
Learners: With Mastery	15%	21%	23%

The improvement in both teacher ratings and learner MPS is consistent with studies that connect sustained instructional supervision with professional development and student outcomes (Tesfaw & Hofman, 2014; Usman, 2015; Wambui, 2015). Because the study was descriptive and correlational, these trends should not be interpreted as proof that supervision alone caused the improvement. They do, however, provide empirical support for examining supervisory practice as part of the school-level conditions associated with improved teaching and learning.

Interplay among supervision, teacher performance, and learner achievement

The source study reported significant relationships among the principal variables. Instructional supervisory styles were significantly related to teacher performance ($r = .8367$), instructional supervisory styles were significantly related to learner achievement ($r = .5779$), and teacher performance was significantly related to learner achievement ($r = .9305$). These findings were interpreted in the dissertation as evidence of an instructional chain in which supervisory support is connected with teachers' work and teachers' performance is, in turn, closely connected with learners' achievement.

Table 5. *Source-reported relationships among the study variables*

Relationship	r	Reported t	Source decision
Supervisory styles ↔ teacher performance	.8367	19.55	Significant

Supervisory styles ↔ learner achievement	.5779	9.041	Significant
Teacher performance ↔ learner achievement	.9305	32.433	Significant

The pattern is compatible with prior research describing supervision as a mechanism for strengthening teacher effectiveness and student learning (Nwambam & Eze, 2017; Omemu, 2017; Usman, 2015). At the same time, the reported correlations should be understood as associations rather than causal effects. The strongest relationship was between teacher performance and learner achievement, which reinforces the practical importance of focusing supervision on the quality of teaching rather than on supervision as an administrative activity in itself.

Intensive instructional supervisory plan

The study translated the findings into an intensive instructional supervisory plan for school heads. The plan emphasized regular monitoring of teacher attendance and classroom teaching, pre- and post-observation conferences, use of classroom observation tools, development of learners' academic achievement, timely training and professional development, action research, technology-supported instruction, remediation and intervention for struggling learners, and stronger community support for classroom instruction. The plan positioned school heads, department heads, and master teachers as shared instructional leaders responsible for coordinating support to teachers and monitoring learner progress.

This proposed output reflects the developmental conception of supervision described by Domingo (2016) and the solution-focused emphasis of Stark et al. (2017). Its value lies in linking supervisory style with concrete assistance, evidence from teacher and learner performance, and planned professional-learning activities. In this way, the intervention responds directly to the source study's finding that supervision is most consequential when it is connected to what teachers do and to what learners achieve.

CONCLUSION

The study demonstrates that instructional supervision in the selected NCR secondary schools was characterized by multiple supervisory styles rather than a single dominant approach. Alternative, collaborative, and non-directive practices were prominent, while teachers generally gave more conservative ratings than school heads. The significant difference between the two groups indicates that supervisory effectiveness should be judged not only from supervisors' self-perceptions but also from teachers' experience of the support they receive. Supervisory assistance was most evident in the delivery of instruction, with lesson and resource preparation and assessment support also forming important parts of the supervisory process.

Across the three reported school years, teacher IPCRF ratings and learner MPS showed favorable trends. The source dissertation also reported significant relationships between supervisory styles and teacher performance, supervisory styles and learner achievement, and teacher performance and learner achievement. Taken together, the findings support an integrated view of instructional leadership in which school heads strengthen teaching through differentiated supervision, targeted assistance, monitoring, feedback, and professional development. The resulting intensive supervisory plan represents the study's practical contribution for aligning school leadership with teacher growth and improved learner outcomes.

Recommendation

School heads, department heads, and master teachers should institutionalize differentiated instructional supervision by selecting directive, alternative, collaborative, non-directive, or creative approaches according to teachers demonstrated needs and developmental readiness. Supervisory practice should include regular classroom observation, pre- and post-conferences, feedback, assistance with lesson and resource preparation, support for assessment, and structured opportunities for teachers to strengthen instructional strategies. Schools should also

use IPCRF and learner MPS data as evidence for planning professional development, remediation, and school-based instructional interventions.

The intensive supervisory plan developed in the study may be refined and implemented with clear schedules, responsibilities, monitoring indicators, and review mechanisms. Particular attention should be given to improving assessment support, sustaining professional learning, conducting action research, strengthening technology-supported instruction, and addressing learners who remain at the No Mastery level. Future researchers may replicate the study using other variables, locales, subjects, and respondent groups and may employ longitudinal or explanatory designs to clarify how supervisory practices contribute to teacher and learner outcomes over time.

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