

# Predictive Influence of Supervisory Behavior Orientations on the Instructional Performance of Teachers in Large-Type High Schools

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## ABSTRACT

This study examined the predictive influence of supervisory behavior orientations on the instructional performance of teachers in a large-type public high school. Specifically, it investigated how directive, collaborative, transformational, and nondirective supervisory orientations relate to teachers' Individual Performance Commitment and Review Form (IPCRF) ratings. The study employed a descriptive–correlational research design and involved 45 teachers from the Science, Mathematics, and STEM departments of Eastern Samar National Comprehensive High School (ESNCHS) during the School Year 2025–2026. Data were collected using the Supervisory Behavior Orientation Questionnaire (SBOQ), a researcher-developed Likert-type instrument, complemented by the teachers' actual IPCRF ratings representing their instructional performance.

Results revealed that all four supervisory behavior orientations were practiced by school heads to a great extent. Among these, directive and transformational orientations exhibited the strongest positive correlations with instructional performance, indicating that clear guidance, feedback, and motivational leadership contribute significantly to effective teaching. Regression analysis further showed that supervisory behavior orientations collectively serve as significant predictors of teachers' IPCRF ratings. Thus, the null hypotheses stating no significant relationship and no significant predictive influence were rejected.

The findings underscore the importance of balancing directive and transformational supervisory practices to foster both accountability and professional growth among teachers. School administrators are encouraged to adopt supervisory approaches that inspire, guide, and support teachers toward sustained instructional excellence.

**Keywords:** supervisory behavior orientations, instructional performance, directive, transformational, correlation, regression, ESNCHS

## INTRODUCTION

### Background of the Study

Globally, educational systems have increasingly adopted performance-based evaluation mechanisms emphasizing accountability, instructional quality, and professional development. In the Philippine context, this paradigm shift is embodied in the Results-Based Performance Management System (RPMS), wherein the Individual Performance Commitment and Review Form (IPCRF) serve as a primary instrument for evaluating teaching effectiveness. The IPCRF consolidates performance objectives, competency indicators, and professional growth plans, thus providing a holistic assessment of teachers' instructional competence (Department of Education [DepEd], 2025). Through its structured domains, the IPCRF enables comprehensive teacher evaluation and feedback, forming part of the broader Performance Management and Evaluation System (PMES) as outlined in DepEd Memorandum No. 17, s. 2025.

Instructional supervision plays a pivotal role in enabling teachers to meet the standards set by the IPCRF. It encompasses various strategies such as classroom observation, coaching, mentoring, and reflective feedback,

all aimed at improving instructional delivery. Empirical evidence consistently affirms that effective supervision enhances teacher performance, job motivation, and satisfaction. Landawe, Cayabas, and Landawe (2024) demonstrated that supervisory competence positively correlates with teacher productivity, particularly when feedback mechanisms are structured and developmental. Similarly, Tuico and Callo (2024) revealed that supervisory presence and interpersonal support significantly improved instructional practices among teachers during the post-pandemic transition period.

Beyond the Philippine setting, international studies support the same premise. For example, Hoque et al. (2020) found that directive supervisory practices characterized by explicit guidance, task clarity, and structured implementation promoted substantial gains in instructional quality among Malaysian secondary school teachers. These studies highlight the global recognition of supervision as a determinant of instructional performance.

However, much of the existing literature tends to treat supervision as a singular construct, overlooking the nuanced behavioral orientations that supervisors exhibit. The Path–Goal Theory provides a conceptual lens for understanding how supervisory orientations—directive, supportive (transformational), participative (collaborative), and achievement-oriented (autonomous)—differentially influence subordinates’ motivation and performance depending on contextual alignment (Saleem et al., 2021). Yet, limited empirical research has examined how these orientations predict measurable instructional outcomes, particularly within the structured framework of the IPCRF.

In the Philippine research landscape, studies commonly focus on general supervisory effectiveness or competence rather than specific behavioral orientations. This gap constrains educational leaders and policymakers from identifying which supervisory styles most effectively enhance teacher performance within DepEd’s performance-based system. Moreover, the Senior High School (SHS) context presents distinctive challenges requiring specialized supervision. SHS teachers operate under diverse academic strands and are evaluated through the Philippine Professional Standards for Teachers (PPST) using the IPCRF, which imposes higher accountability and competency expectations. Despite this, few studies have isolated the SHS environment as a focal context for analyzing supervisory dynamics, thus limiting the applicability of prior findings.

The Path–Goal Theory posits that supervisory effectiveness arises from the alignment between leadership behavior and subordinate readiness. In this framework, directive supervision provides clarity and structure, supportive supervision builds morale, participative supervision fosters collaboration, and achievement-oriented supervision promotes autonomy and excellence (Saleem et al., 2021). Supervisors capable of adjusting their orientation based on teachers’ developmental needs are more likely to achieve higher performance outcomes.

Complementing this is the Pygmalion Effect, a social psychological theory suggesting that the expectations of authority figures influence subordinate performance. Cogan (2020) established that supervisors who communicate high expectations and offer corresponding support elicit improved instructional commitment and delivery among teachers. This implies that supervisory orientations grounded in transformational and participative approaches may enhance teacher performance, as reflected in IPCRF evaluations.

Existing studies further corroborate that teacher performance is shaped by multiple factors including motivation, supervisory competence, and leadership style (Sijabat et al., 2022; Rahabav & Rumfot, 2020). Wahyuni (2020) emphasized that academic supervision by principals significantly enhances teacher performance, while Wasito et al. (2021) linked effective supervision to improved student learning outcomes. Salikurnima (2020) also found that principal supervision and job satisfaction jointly predict teacher performance. Collectively, these studies confirm that supervision is integral to instructional success but underscore the need to differentiate the specific behavioral orientations that yield the strongest effects.

Within the Philippine context, several recent studies highlight similar trends. Quilala and Tantiado (2025) observed a positive correlation between instructional supervision and teacher self-efficacy, while Daigon and Alcopra (2024) reported that pre-observation and feedback practices contributed significantly to teaching effectiveness. Balaca (2023) found that supervisory competence, though indirectly related to performance,

enhanced teacher self-efficacy in Eastern Visayas. Oliveros (2025) identified instructional management as the most influential supervisory practice affecting performance, though the study employed the PPST rather than IPCRF as the evaluative tool. Meanwhile, Ongcoy and Guhao Jr. (2025) demonstrated that collaborative and transformational leadership strongly correlated with teachers' pedagogical competence, reinforcing the predictive potential of these orientations.

Despite these valuable insights, empirical gaps remain. Few investigations explicitly examine directive, collaborative, transformational, and nondirective supervisory orientations as predictors of teacher performance. Furthermore, existing studies seldom employ IPCRF-based evaluations, which constitute the official metric under the RPMS. This research therefore addresses a significant empirical and contextual gap by analyzing how supervisory behavior orientations predict instructional performance among teachers in large-type high schools—a subset of institutions with unique administrative complexities, faculty diversity, and student populations exceeding 1,500 (Papadakis et al., 2024).

The theoretical foundation of this study rests on three established frameworks: Hersey and Blanchard's Situational Leadership Theory (1969), Glickman's Developmental Supervision Theory (1981), and Transformational Leadership Theory (Burns, 1978; Bass, 1985). Situational Leadership Theory underscores that effective supervision depends on matching leadership style to teacher readiness, suggesting that flexibility in adopting directive, collaborative, or delegating orientations yields optimal results. Developmental Supervision Theory extends this premise by proposing that supervision should be diagnostic and adaptive, fostering teacher growth through directive, collaborative, and nondirective approaches. Transformational Leadership Theory, on the other hand, emphasizes the inspirational and motivational dimension of supervision, where leaders stimulate teachers to exceed expectations through intellectual stimulation, individualized support, and shared vision.

Integrating these theoretical perspectives positions supervisory orientation as a multidimensional construct encompassing directive, collaborative, transformational, and nondirective approaches. Effective supervision thus emerges not as a uniform process but as a dynamic interaction between the supervisor's orientation and the teacher's professional maturity. When supervisory behavior aligns with teacher needs, it enhances motivation, instructional competence, and classroom performance.

Given this theoretical and empirical backdrop, the present study investigates the predictive influence of supervisory behavior orientations on the instructional performance of teachers in large-type high schools. By employing correlational and regression analyses, it seeks to determine whether specific supervisory orientations significantly predict teacher performance as measured through IPCRF ratings. This inquiry is both timely and relevant, offering theoretical contributions to educational leadership literature and practical implications for enhancing supervisory training under the Department of Education's performance management frameworks.

In sum, as the education sector continues to prioritize accountability and instructional excellence, understanding how supervisory orientations shape teacher performance has become imperative. By addressing existing gaps and contextualizing findings within the Philippine SHS system, this study aims to inform evidence-based supervisory practices that can strengthen teaching quality and elevate overall institutional effectiveness.

## Statement of the Problem

This study examined the correlation and predictive influence of supervisory behavior orientations on the instructional performance of teachers in large-type high schools, as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings. Specifically, it sought to answer the following questions:

1. What supervisory behavior orientations were practiced by school heads in large-type high schools, as perceived by teachers?
2. What were the IPCRF ratings of teachers in large-type high schools?

3. Was there a significant **correlation** between supervisory behavior orientations and the IPCRF ratings of teachers in large-type high schools?
4. Which supervisory behavior orientations **significantly predicted** the IPCRF ratings of teachers in large-type high schools based on multiple regression analysis?

## Hypotheses of the Study

Null Hypotheses ( $H_0$ ):

$H_{01}$  - There is no significant correlation between supervisory behavior orientations and the IPCRF ratings of teachers in large-type high schools.

$H_{02}$  - Supervisory behavior orientations do not significantly predict the IPCRF ratings of teachers in large-type high schools.

## Significance of the Study

The findings of this study yielded valuable insights that guided educational leaders, policymakers, and practitioners in enhancing teacher performance through evidence-based supervisory practices in large-type high schools. The study provided meaningful implications for several key stakeholders within the educational system:

**School Heads.** The results of this study provided empirical evidence on the supervisory behavior orientations most positively associated with teachers' instructional performance, as measured by their Individual Performance Commitment and Review Form (IPCRF) ratings. These findings enabled school leaders to refine their supervisory strategies, strengthen teaching effectiveness, improve school-wide instructional quality, and foster a culture of professional growth.

**Teachers.** By identifying supervisory approaches statistically linked to higher IPCRF ratings, the study helped teachers better understand how to respond to and benefit from various supervisory interactions. It also empowered them to seek and advocate for supervisory support that aligned with their professional development needs and performance objectives.

**DepEd Policymakers and Regional/Division Leaders.** The findings offered valuable input for enhancing existing policies on instructional supervision and performance evaluation under the Results-Based Performance Management System (RPMS). As the Department of Education worked toward improving supervisory frameworks and capacity-building programs, the study's evidence-based insights supported policy decisions that aligned supervision practices with teacher effectiveness standards and the Philippine Professional Standards for Teachers (PPST).

**Future Researchers.** This study contributed to the growing body of literature on instructional supervision in the Philippine education context, particularly within large-type high schools. It advanced scholarship by examining supervisory behavior orientations as predictors of teacher performance using standardized metrics such as the IPCRF. Future researchers may build on this work by exploring longitudinal impacts, conducting comparative studies across school types, or designing interventions grounded in effective supervisory approaches.

In sum, this research significantly influenced supervisory practices, enriched performance evaluation strategies, and contributed to the professionalization of both school leadership and teaching practice in basic education.

## Scope and Delimitation

This study was conducted among selected public senior high school teachers teaching Science, Technology, Engineering, and Mathematics (STEM) in the Division of Borongan City during the academic year 2025–2026. The study was conducted exclusively at Eastern Samar National Comprehensive High School (ESNCHS) because it is the only secondary school in the division categorized as a large-type high school. The study

specifically examined the predictive relationship between supervisory behavior orientations—directive (task-oriented), collaborative (people-oriented), transformational (supportive), and nondirective (autonomous)—and the instructional performance of senior high school teachers as measured through their Individual Performance Commitment and Review Form (IPCRF) ratings.

The investigation was limited to the supervisory orientations mentioned and did not consider other possible determinants of instructional performance, such as school resources, personal teacher characteristics, or the broader organizational environment. Although these variables may have had an influence, they were deliberately excluded to maintain the study's focus on the predictive capacity of supervisory styles alone.

Data were collected through teacher-perception surveys and the standardized IPCRF evaluation tool. The analysis identified which supervisory behavior orientations significantly predicted instructional performance within the framework of the Department of Education's evaluation system in the Division of Borongan City.

### **Definition of Terms**

This section presents and clarifies the key terminologies used in the study. The definitions are provided to establish a clear and common understanding of the concepts that are essential to the investigation and to avoid ambiguity in their interpretation.

***Supervisory Behavior Orientations.*** These refer to the distinct supervisory styles or approaches exhibited by school heads in overseeing and guiding teachers. In this study, supervisory orientations are classified into four categories: directive (task-oriented), collaborative (people-oriented), transformational (supportive), and nondirective (autonomous), based on the degree of control, participation, and support provided in the supervisory process.

***Directive/Task-Oriented Supervision.*** This type of supervision is characterized by high levels of structure, close monitoring of teacher activities, clear expectations, and prescriptive instructions. School heads using this style tend to maintain control and ensure that teachers adhere strictly to established standards and procedures.

***Collaborative/People-Oriented Supervision.*** This approach emphasizes mutual respect, teamwork, and shared decision-making between supervisors and teachers. It fosters a participatory environment where input from teachers is valued, and professional relationships are nurtured to enhance instructional outcomes.

***Transformational/Supportive Supervision.*** A supervisory orientation centered on motivating and empowering teachers through vision-setting, inspiration, and sustained encouragement. It supports teacher growth by focusing on individualized professional development, trust-building, and continuous improvement.

***Nondirective/Autonomous Supervision.*** This supervisory style grants teacher's substantial independence in their instructional practices. It is marked by minimal supervisory interference, allowing teachers to exercise discretion and self-direction in achieving performance goals.

***Instructional Performance.*** Defined in this study as the level of teaching effectiveness demonstrated by senior high school teachers, as evidenced by their ratings in the Individual Performance Commitment and Review Form (IPCRF). It reflects the extent to which teachers meet performance indicators set under the Department of Education's Results-Based Performance Management System (RPMS).

***IPCRF Rating.*** A standardized quantitative measure used to assess teacher performance. It is derived from both self-assessment and supervisor evaluation based on specific Key Result Areas (KRAs) and objectives outlined in the RPMS. The rating represents a teacher's success in fulfilling instructional and professional responsibilities for a given school year.

### **Research Paradigm**

The conceptual framework illustrates a linear relationship wherein the supervisory behavior orientations of school heads are posited to predict the instructional performance of STEM teachers in large-type public high

school. It emphasizes that effective supervision—when aligned with teachers’ competence, motivation, and contextual needs—enhances teaching quality, learning outcomes, and professional growth. This framework is anchored on Hersey and Blanchard’s Situational Leadership Theory, Glickman’s Developmental Supervision Theory, and Transformational Leadership Theory, which collectively affirm that adaptive, supportive, and motivational supervisory practices foster higher teacher performance. Accordingly, this study investigates how the four supervisory orientations—directive, collaborative, transformational, and non-directive—serve as significant predictors of teachers’ instructional performance as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings during the school year 2026-2027.

Conceptual Framework

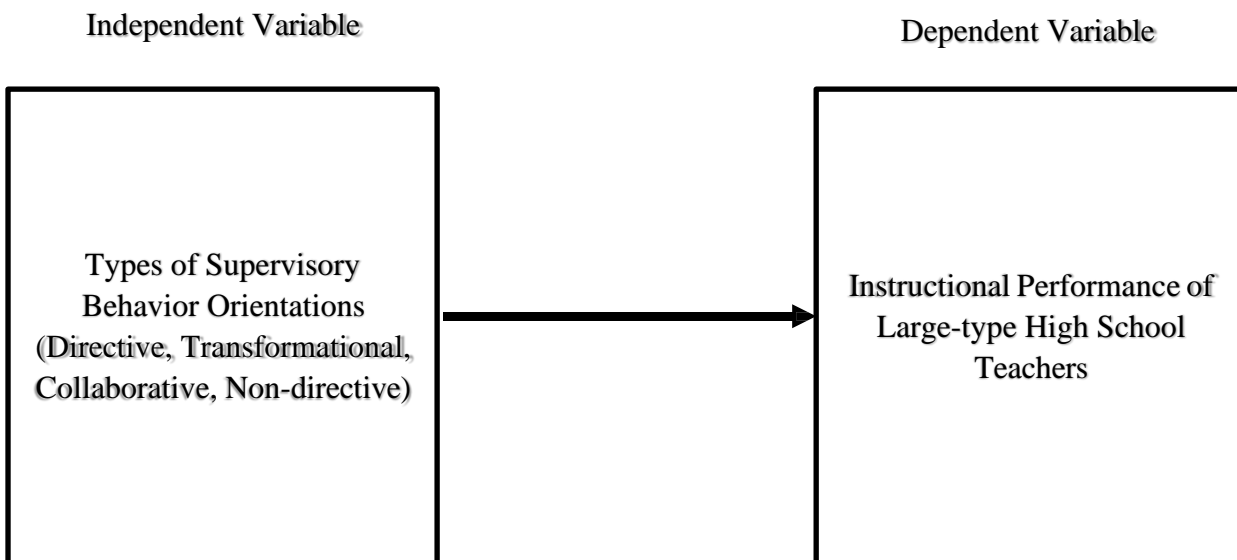


Figure 1. The schematic diagram representing the research paradigm of the study.

**METHODOLOGY**

This chapter presents the methods and procedures utilized in carrying out the study. It discusses the research design, setting, participants, research instruments, data collection process, and statistical techniques applied to examine the relationship and predictive impact of supervisory behavior orientations on teachers’ instructional performance.

**Research Design**

This study employed a quantitative-correlational research design with the use of regression analysis to examine the relationship and predictive influence of supervisory behavior orientations on teachers’ instructional performance. The quantitative method was considered suitable as it enabled the researcher to gather measurable data and apply statistical analysis to determine relationships between variables. Correlational research is valuable when the goal is to assess the extent and direction of association between two or more variables without altering them. In this research, the independent variable referred to the supervisory behavior orientations of school heads as perceived by teachers, while the dependent variable represented the instructional performance of teachers based on their Individual Performance Commitment and Review Form (IPCRF) ratings. Regression analysis was utilized to identify which supervisory behavior orientations served as the best predictors of teachers’ instructional performance. This design was deemed appropriate since it provided a systematic and objective means to quantify relationships among variables and statistically test the proposed hypotheses.

**Locale of the Study**

The study was conducted at Eastern Samar National Comprehensive High School (ESNCHS), situated in Borongan City, Eastern Samar. ESNCHS is recognized as the only large-type public secondary school in the

city, with a student population exceeding 2,000 learners across Junior and Senior High School levels. The school offers several academic tracks under the K–12 curriculum, including the Science, Technology, Engineering, and Mathematics (STEM) strand, which is known for its academic rigor and emphasis on performance-based learning.

ESNCHS was chosen as the locale of the study because it embodies the characteristics of a large and structured educational institution where supervisory practices are systematically implemented and teacher performance is regularly evaluated. The presence of formalized supervisory mechanisms, such as classroom observations, mentoring sessions, and performance appraisals through the Individual Performance Commitment and Review Form (IPCRF), makes ESNCHS an ideal setting for examining how various supervisory behavior orientations influence teachers' instructional performance.

Moreover, the school's size and diversity of faculty provide a rich context for analyzing the relationship between supervision and performance. In particular, the Science, Mathematics, and STEM faculty operate under close academic supervision to maintain the high instructional standards expected in science and mathematics education. This makes the school a suitable venue for exploring the predictive influence of supervisory behavior orientations on the instructional effectiveness of teachers in a large-type public high school environment.

### **Respondents of the Study**

The respondents of this study comprised 45 teachers from Eastern Samar National Comprehensive High School (ESNCHS), representing the Science, Mathematics, and STEM departments during the School Year 2025-2026. These respondents were selected through purposive sampling, as they are directly engaged in teaching academic subjects that demand high instructional competence and are subject to formal supervision and evaluation processes aligned with the Department of Education's standards.

The inclusion of Science, Mathematics, and STEM teachers was deliberate to ensure a broader and more comprehensive understanding of supervisory dynamics within a large-type school. Each respondent had undergone standard classroom supervision, performance monitoring, and IPCRF-based evaluation, ensuring that the data collected reflected both the supervisors' behavioral orientations and the teachers' performance outcomes.

Purposive sampling was deemed appropriate because it allowed the researcher to target participants who could provide the most relevant and accurate information regarding the link between supervisory behavior orientations and instructional performance. The relatively large number of respondents ( $n = 45$ ) enhanced the reliability and generalizability of the findings, providing a solid basis for statistical analyses such as correlation and regression tests.

### **Research Instrument**

Two main instruments were utilized to gather the necessary data for the study. The first instrument was the Supervisory Behavior Orientation Questionnaire, which measured the types and levels of supervisory behavior orientations practiced by the school heads as perceived by the teachers. The instrument was adapted from established frameworks, particularly Glickman's Supervisory Behavior Continuum, which categorizes supervisory orientations into directive, collaborative, and nondirective types. The questionnaire was modified to fit the context of ESNCHS and the nature of the supervision process within the Department of Education. It contained items designed to capture how teachers perceive their supervisors' approaches in providing guidance, feedback, and support for instructional improvement. The second instrument was the Individual Performance Commitment and Review Form (IPCRF), which served as the basis for determining the instructional performance ratings of teachers. The IPCRF is a standardized evaluation tool used by the Department of Education to assess teachers' performance across several Key Result Areas (KRAs), such as content knowledge, teaching-learning process, and professional growth. The IPCRF ratings were obtained from authorized school records with prior approval from the school head and treated with strict confidentiality. To ensure the validity and reliability of the research instrument, the questionnaire underwent content validation by

a panel of experts in educational management and supervision. A pilot test was conducted among teachers outside the Science, Mathematics, and STEM faculty, and the reliability coefficient was computed using Cronbach's alpha, confirming that the items were consistent and reliable for data collection.

### **Data Gathering Procedures**

Before the actual data collection, the researcher obtained formal approval from the Principal of Eastern Samar National Comprehensive High School (ESNCHS) to conduct the study within the school. Once authorization was granted, the researcher coordinated with the Science, Mathematics, and STEM faculty members to explain the study's purpose, objectives, and ethical considerations. Participants were informed that their involvement was voluntary, their responses would remain strictly confidential, and the gathered data would be used solely for academic and research purposes.

The Supervisory Behavior Orientation Questionnaire was then administered to forty-five (45) teachers from the three departments. Sufficient time was provided for the respondents to complete the instrument. The researcher personally facilitated both the distribution and retrieval of the questionnaires and was available to address any questions to ensure the accuracy and completeness of responses.

After collecting the accomplished questionnaires, all data were carefully encoded, organized, and tabulated for statistical analysis. The Individual Performance Commitment and Review Form (IPCRF) ratings of each respondent were also obtained from authorized school personnel to serve as the quantitative indicator of instructional performance. Throughout the data-gathering process, the researcher adhered to ethical research standards, ensuring anonymity, confidentiality, and data integrity. All collected data were securely stored and analyzed objectively to generate valid and reliable research results.

### **Analysis of Data**

The data gathered from the completed questionnaires and IPCRF records were analyzed using both descriptive and inferential statistical methods. To describe the supervisory behavior orientations and teachers' instructional performance, the mean and standard deviation were calculated. These statistical measures summarized how supervisory behaviors were perceived and how teachers performed based on their IPCRF ratings. To determine the presence of a statistically significant relationship between supervisory behavior orientations and teachers' IPCRF ratings, the Pearson Product-Moment Correlation Coefficient ( $r$ ) was utilized, measuring the strength and direction of their relationship.

Moreover, multiple regression analysis was conducted to identify which specific supervisory behavior orientations significantly predicted teachers' instructional performance. This statistical procedure enabled the researcher to assess both the collective and individual predictive effects of the supervisory behavior orientations on instructional performance. A 0.05 level of significance was set as the criterion for accepting or rejecting the null hypotheses, ensuring that the findings were statistically valid and supported by empirical data.

### **Ethical Consideration**

This research was conducted in full compliance with ethical standards for educational studies. Informed consent was secured from all participants before data collection, ensuring they were fully aware of the study's purpose, the voluntary nature of their participation, and their right to withdraw at any time without consequence. Confidentiality and anonymity were maintained by assigning codes instead of names to respondents, and all data were utilized exclusively for research purposes. Access to IPCRF ratings was obtained only after receiving formal approval from the school administration, with all information handled with utmost care and respect for privacy.

The researcher further guaranteed that the findings were presented objectively and without bias, emphasizing their use in enhancing supervisory practices and instructional performance at ESNCHS rather than for evaluative or disciplinary purposes. These ethical measures safeguarded the study's credibility, integrity, and respect for the rights and dignity of all participants.

## RESULTS AND DISCUSSION

This chapter presents the results of the study based on the data collected which were analyzed and interpreted using the appropriate statistical tool. This section presents the analysis of the data gathered from forty-five (45) Science, Mathematics, and STEM teachers at Eastern Samar National Comprehensive High School (ESNCHS) regarding the supervisory behavior orientations of their immediate supervisors and their corresponding instructional performance ratings (IPCRF) for the recent school year. The study aimed to determine the correlation and predictive influence of supervisory behavior orientations—directive, collaborative, transformational, and nondirective—on teachers’ instructional performance.

### Descriptive Statistics of Supervisory Behavior Orientations and Instructional Performance

Table 1 displays the descriptive statistics for the four supervisory behavior orientations and teachers’ instructional performance. The data show consistently high mean scores across all orientations, indicating that supervisors at ESNCHS are perceived to exhibit these behaviors frequently.

Table 1: Descriptive Statistics of Supervisory Behavior Orientations

Supervisory Behavior Orientation	Mean	Standard Deviation	Interpretation
Directive Orientation	4.047	0.570	Often / Agree
Collaborative Orientation	4.478	0.489	Always / Strongly Agree
Transformational Orientation	4.614	0.446	Always / Strongly Agree
Nondirective Orientation	4.436	0.440	Always / Strongly Agree

The interpretation of the mean scores for the supervisory behavior orientations followed the five-point Likert scale used in the questionnaire. The interval width for each category was determined using the following formula:

$$\text{Interval Width} = (\text{Highest Scale Value} - \text{Lowest Scale Value}) / \text{Number of Categories}$$

Substituting the values from the five-point scale:

$$\begin{aligned} \text{Interval Width} &= (5 - 1) / 5 \\ \text{Interval Width} &= 4 / 5 = 0.80 \end{aligned}$$

Using this interval width, the mean scores were interpreted as follows:

- 4.21 – 5.00 : Always
- 3.41 – 4.20 : Often
- 2.61 – 3.40 : Sometimes
- 1.81 – 2.60 : Rarely
- 1.00 – 1.80 : Never

Based on Table 1, directive supervisory orientation obtained a mean score of 4.047 with a standard deviation of 0.570. This mean falls within the range 3.41 – 4.20, which corresponds to the interpretation “Often.” This indicates that directive supervisory practices are frequently demonstrated by school heads in large-type high schools as perceived by teachers.

Collaborative supervisory orientation obtained a mean score of 4.478 with a standard deviation of 0.489. This value falls within the range 4.21 – 5.00, which corresponds to the interpretation “Always.” This suggests that school heads consistently practice collaborative supervisory behaviors such as involving teachers in decision-making and encouraging teamwork.

Transformational supervisory orientation recorded a mean score of 4.614 with a standard deviation of 0.446, which also falls within the range 4.21 – 5.00, interpreted as “Always.” This indicates that school heads strongly demonstrate transformational supervisory behaviors by motivating teachers, encouraging innovation, and

supporting professional development.

Similarly, nondirective supervisory orientation obtained a mean score of 4.436 with a standard deviation of 0.440, which is likewise within the range 4.21 – 5.00, interpreted as “Always.” This suggests that school heads frequently allow teachers autonomy in their instructional practices and encourage professional independence.

Overall, the results indicate that supervisory behavior orientations are practiced at a high level among school heads in large-type high schools, with transformational orientation obtaining the highest mean score, followed by collaborative and nondirective orientations, while directive orientation is still frequently practiced but at a slightly lower level compared to the other supervisory orientations.

These findings resonate with recent research indicating that post-pandemic supervision emphasizes motivation and adaptability. De Guzman and David (2024) found that supportive supervision practices significantly enhance teacher performance and morale, while Flores and Asuncion (2023) confirmed that transformational leadership behaviors improve professional growth and classroom effectiveness. Collectively, these results indicate that ESNCHS supervisors exhibit a balanced mix of leadership approaches that positively influence teaching outcomes.

### Instructional Performance of Teachers based on IPCRF

Table 2 presents the descriptive statistics for the IPCRF ratings of teachers in large-type high schools.

Table 2. Descriptive Statistics of Teachers’ IPCRF Ratings

Variable	Mean	Standard Deviation	Interpretation
Teachers’ IPCRF Rating	4.614	0.121	Outstanding

The teachers’ IPCRF ratings obtained a mean score of 4.614 with a standard deviation of 0.121. Based on the Department of Education (DepEd) performance rating scale, this mean value falls within the range corresponding to the interpretation “Outstanding.”

This result indicates that teachers in large-type high schools demonstrate an excellent level of instructional performance. The relatively small standard deviation suggests that the teachers’ performance ratings are highly consistent across the respondents, indicating minimal variation in the IPCRF ratings.

Overall, the findings imply that teachers in large-type high schools maintain a very high level of instructional performance as reflected in their IPCRF ratings.

### Correlation between Supervisory Behavior Orientations and Teachers’ IPCRF Ratings

Table 3. Pearson Correlation between Supervisory Behavior Orientations and Teachers’ IPCRF Ratings

Variables Compared	Pearson r	p-value	Significance ( $\alpha = 0.05$ )	Relationship
Directive Orientation vs. IPCRF Rating	0.602	0.0000120034	Significant	Strong Positive
Collaborative Orientation vs. IPCRF Rating	0.297	0.0474677	Significant	Weak Positive
Transformational Orientation vs. IPCRF Rating	0.399	0.00669422	Significant	Weak Positive
Nondirective Orientation vs. IPCRF Rating	0.308	0.0396218	Significant	Weak Positive

At the 0.05 level of significance ( $\alpha = 0.05$ ), the Pearson correlation analysis revealed a strong positive and statistically significant linear association between directive supervisory orientation and teachers’ IPCRF ratings ( $r = 0.602$ ,  $p < 0.05$ ). This indicates that higher levels of directive supervisory orientation are associated with higher IPCRF ratings.

A weak positive but statistically significant linear association was found between collaborative supervisory orientation and teachers’ IPCRF ratings ( $r = 0.297$ ,  $p < 0.05$ ), suggesting that higher levels of collaborative

supervisory orientation are associated with slightly higher IPCRF ratings.

Similarly, transformational supervisory orientation showed a weak positive and statistically significant linear association with teachers' IPCRF ratings ( $r = 0.399, p < 0.05$ ), implying that higher levels of transformational supervisory orientation tend to be associated with higher IPCRF ratings.

In the same way, nondirective supervisory orientation exhibited a weak positive and statistically significant linear association with teachers' IPCRF ratings ( $r = 0.308, p < 0.05$ ), indicating that higher levels of nondirective supervisory orientation are associated with slightly higher IPCRF ratings.

To determine whether supervisory behavior orientations are significantly correlated with teachers' IPCRF ratings, the following hypotheses were tested:

$H_0: \rho = 0$

$H_1: \rho \neq 0$

The null hypothesis ( $H_0$ ) states that there is no significant linear association between supervisory behavior orientations and teachers' IPCRF ratings.

The alternative hypothesis ( $H_1$ ) states that there is a significant linear association between supervisory behavior orientations and teachers' IPCRF ratings.

The hypotheses were tested at the 0.05 level of significance ( $\alpha = 0.05$ ). Based on the Pearson correlation results, the null hypothesis stating that there is no significant linear association between supervisory behavior orientations and teachers' IPCRF ratings is rejected.

The findings revealed that directive, collaborative, transformational, and nondirective supervisory orientations are each significantly correlated with teachers' IPCRF ratings at the 0.05 level of significance.

### Multiple Regression Analysis

Multiple regression analysis examines how several independent variables jointly explain variation in a dependent variable. In this study, multiple regression was used to determine whether different supervisory behavior orientations significantly predict teachers' instructional performance as reflected in their IPCRF ratings.

In this study:

Dependent Variable (Y):

Y = IPCRF Rating

Independent Variables (Predictors):

$X_1$  = Directive Orientation

$X_2$  = Collaborative Orientation

$X_3$  = Transformational Orientation

$X_4$  = Nondirective Orientation

Regression analysis determines the following:

1. Which supervisory orientations significantly predict teachers' IPCRF ratings.
2. The strength and direction of each predictor.
3. The proportion of variation in IPCRF ratings explained by the predictors.

## The Regression Model

The multiple regression model used in the study is expressed as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y = dependent variable

X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, X<sub>4</sub> = predictor variables

β<sub>0</sub> = intercept

β<sub>1</sub>, β<sub>2</sub>, β<sub>3</sub>, β<sub>4</sub> = regression coefficients

ε = random error term

In this study:

Y = IPCRF rating

X<sub>1</sub> = Directive supervisory orientation

X<sub>2</sub> = Collaborative supervisory orientation

X<sub>3</sub> = Transformational supervisory orientation

X<sub>4</sub> = Nondirective supervisory orientation

## Model in Terms of the Study Variables

Using the variables in the dataset, the regression model can be expressed as:

$$**IPCRF = \beta_0 + \beta_1 (\text{Directive Orientation})$$

- β<sub>2</sub> (Collaborative Orientation)
- β<sub>3</sub> (Transformational Orientation)
- β<sub>4</sub> (Nondirective Orientation) + ε\*\*

## Hypotheses for Multiple Regression

To determine whether supervisory behavior orientations significantly predict teachers' instructional performance as measured by their IPCRF ratings, the following hypotheses were tested:

$$H_0: \beta_1 = \beta_2 = \beta_3 = \beta_4 = 0$$

$$H_1: \text{At least one } \beta_i \neq 0$$

The null hypothesis (H<sub>0</sub>) states that supervisory behavior orientations do not significantly predict teachers' instructional performance as measured by their IPCRF ratings.

The alternative hypothesis (H<sub>1</sub>) states that at least one supervisory behavior orientation significantly predicts teachers' instructional performance. The hypotheses were tested at the 0.05 level of significance (α = 0.05).

Multiple regression analysis was conducted to determine whether supervisory behavior orientations significantly predict teachers' instructional performance as measured by their IPCRF ratings.

The predictors included directive orientation (X<sub>1</sub>), collaborative orientation (X<sub>2</sub>), transformational orientation (X<sub>3</sub>), and nondirective orientation (X<sub>4</sub>), while the dependent variable was the IPCRF rating (Y).

Table 4. Multiple Regression Analysis Predicting Teachers’ IPCRF Ratings

Predictor	B Coefficient	Std. Error	t-value	p-value
Intercept	4.225	0.144	29.335	< 0.001
Directive Orientation	0.225	0.041	5.521	< 0.001
Collaborative Orientation	-0.267	0.072	-3.715	< 0.001
Transformational Orientation	0.158	0.082	1.930	0.06067
Nondirective Orientation	-0.013	0.045	-0.282	0.77902

The multiple regression analysis was conducted to determine whether supervisory behavior orientations significantly predict teachers’ instructional performance as measured by their IPCRF ratings. The predictors included directive orientation, collaborative orientation, transformational orientation, and nondirective orientation.

The estimated regression equation derived from the analysis is:

$$\begin{aligned}
 **\text{IPCRF} = & 4.225 + 0.225 (\text{Directive Orientation}) \\
 & - 0.267 (\text{Collaborative Orientation}) \\
 & 0.158 (\text{Transformational Orientation}) \\
 & - 0.013 (\text{Nondirective Orientation}) **
 \end{aligned}$$

The regression coefficients represent the expected change in teachers’ IPCRF ratings for a one-unit increase in each supervisory behavior orientation, holding the other predictors constant.

Directive supervisory orientation was found to have a positive and statistically significant effect on teachers’ IPCRF ratings ( $B = 0.225, p < 0.05$ ). This indicates that an increase of one unit in directive supervisory orientation is associated with an increase of approximately 0.225 units in teachers’ IPCRF ratings, holding the other supervisory orientations constant.

Collaborative supervisory orientation also exhibited a statistically significant relationship with teachers’ IPCRF ratings ( $B = -0.267, p < 0.05$ ). The negative coefficient indicates that, after controlling for the other supervisory orientations, higher levels of collaborative orientation are associated with lower IPCRF ratings.

In contrast, transformational supervisory orientation did not significantly predict teachers’ IPCRF ratings ( $B = 0.158, p > 0.05$ ). Although the coefficient suggests a positive relationship, the effect was not statistically significant at the 0.05 level of significance.

Similarly, nondirective supervisory orientation was not found to be a significant predictor of teachers’ IPCRF ratings ( $B = -0.013, p > 0.05$ ). This indicates that variations in nondirective orientation do not significantly influence teachers’ instructional performance when the other supervisory orientations are considered.

Based on the regression results, the null hypothesis stating that supervisory behavior orientations do not significantly predict teachers’ IPCRF ratings is rejected. The analysis indicates that supervisory behavior orientations collectively predict teachers’ instructional performance, with directive and collaborative orientations emerging as statistically significant predictors.

Overall, the findings suggest that supervisory behavior orientations have varying effects on teachers’ instructional performance in large-type high schools. Directive orientation significantly and positively predicts teachers’ IPCRF ratings, while collaborative orientation shows a statistically significant negative partial association with instructional performance. In contrast, transformational and nondirective orientations were not found to significantly predict teachers’ IPCRF ratings when the other supervisory orientations were considered in the model.

The strong correlation and predictive influence of directive confirm the complementary nature of this approach. Directive supervision provides clear expectations and feedback. These findings reinforce the conclusions of Rahman and Khalid (2024) and Huang et al. (2024), who reported that effective leadership merges clear direction with inspiration to sustain teacher productivity and innovation.

The results also reflect the Instructional Leadership Theory proposed by Hallinger (2011), which emphasizes that supervision combining clarity, collaboration, and professional support leads to improved instructional performance. Locally, De Guzman and David (2024) and Ramos and Pineda (2023) observed that teachers under supervisors who apply directive and transformational practices demonstrate higher motivation and instructional competence.

In large-type schools like ESNCHS, such leadership balance is particularly important. Given the size and diversity of the teaching staff, supervisors must employ directive clarity to ensure consistency. The findings thus emphasize the necessity of adaptive supervisory practices that integrate structure with empathy and empowerment.

The findings of the study suggest that directive supervisory orientation, which demonstrated the strongest positive relationship with teachers' instructional performance, should be strengthened as a key supervisory practice. This indicates that clear guidance, structured supervision, and explicit instructional support from school heads may significantly contribute to improving teachers' performance as reflected in their IPCRF ratings. Moreover, transformational supervisory orientation, which also showed a significant positive relationship with instructional performance, should likewise be reinforced because of its role in motivating teachers, encouraging professional growth, and fostering innovation in instructional practices.

Although collaborative and nondirective supervisory orientations exhibited relatively weaker correlations with teachers' IPCRF ratings, they remain important supervisory approaches that support teacher autonomy, professional reflection, and shared accountability in the school environment. Encouraging these supervisory behaviors can help create a more participatory and supportive school culture that enhances teachers' engagement and professional development.

Therefore, supervisory training programs for school leaders should aim to develop the capacity to strategically integrate multiple supervisory orientations, enabling them to adapt their supervisory approaches according to the needs of teachers and the demands of the instructional context. Future research may also consider incorporating additional variables such as teachers' years of experience, workload, and school climate, which may further explain variations in instructional performance and provide a more comprehensive understanding of supervisory effectiveness across different educational settings.

## **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter summarizes the nature, the procedures, and the findings of the study. It further presents relevant conclusion and recommendations.

### **Summary**

This study examined the relationship and predictive influence of supervisory behavior orientations on teachers' instructional performance, as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings. The study was conducted at Eastern Samar National Comprehensive High School (ESNCHS), the only large-type secondary school in the Division of Borongan City. The respondents consisted of 45 teachers from the Science, Mathematics, and STEM departments.

A descriptive-correlational research design was employed to determine the supervisory behavior orientations demonstrated by school heads, the level of teachers' instructional performance, and the relationship and predictive influence between these variables. Data were analyzed using descriptive statistics, Pearson correlation analysis, and multiple regression analysis.

The first research question sought to determine the supervisory behavior orientations demonstrated by school heads as perceived by teachers. The results revealed that supervisory behavior orientations were practiced at a high level. Transformational supervisory orientation obtained the highest mean score, followed by collaborative and nondirective orientations, all interpreted as “Always.” Meanwhile, directive supervisory orientation obtained a slightly lower mean score but was still interpreted as “Often.” These findings suggest that school heads frequently demonstrate supervisory behaviors that encourage motivation, collaboration, and teacher autonomy while still providing structured guidance when necessary.

The second research question aimed to determine the level of teachers’ instructional performance based on their IPCRF ratings. The results showed that teachers obtained a mean IPCRF rating of 4.614, which corresponds to the interpretation “Outstanding.” This finding indicates that teachers in the school demonstrate a very high level of instructional performance. Furthermore, the relatively small standard deviation suggests that teachers’ performance ratings are highly consistent, indicating minimal variation in instructional performance among the respondents.

The third research question examined the relationship between supervisory behavior orientations and teachers’ IPCRF ratings. The Pearson correlation analysis revealed that all supervisory orientations—directive, collaborative, transformational, and nondirective—were significantly correlated with teachers’ instructional performance at the 0.05 level of significance. Among the four orientations, directive supervisory orientation showed the strongest positive relationship with teachers’ IPCRF ratings, while collaborative, transformational, and nondirective orientations exhibited weak but statistically significant positive relationships. These findings suggest that supervisory practices are associated with teachers’ level of instructional performance.

The fourth research question determined whether supervisory behavior orientations significantly predict teachers’ instructional performance. The multiple regression analysis revealed that directive supervisory orientation positively and significantly predicts teachers’ IPCRF ratings, indicating that structured guidance and supervision from school heads contribute to improved instructional performance. Collaborative supervisory orientation was also found to be a statistically significant predictor, although it showed a negative partial coefficient when the other supervisory orientations were controlled. In contrast, transformational and nondirective supervisory orientations were not found to significantly predict teachers’ IPCRF ratings in the regression model. These findings indicate that while supervisory orientations are generally associated with instructional performance, their predictive influence varies when analyzed simultaneously.

## Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. School heads in large-type high schools demonstrate supervisory behavior orientations at a high level, particularly transformational, collaborative, and nondirective orientations.
2. Teachers in the school exhibit an outstanding level of instructional performance, as reflected in their IPCRF ratings.
3. Supervisory behavior orientations are significantly associated with teachers’ instructional performance, indicating that effective supervision contributes to improved teaching outcomes.
4. Directive supervisory orientation is the strongest predictor of teachers’ instructional performance, suggesting that clear guidance, structured supervision, and direct instructional support from school heads play an important role in enhancing teacher performance.
5. Collaborative supervisory orientation also significantly predicts instructional performance, although its partial regression coefficient indicates a negative relationship when other supervisory orientations are considered simultaneously.
6. Transformational and nondirective supervisory orientations do not significantly predict teachers’ instructional performance in the regression model, suggesting that their influence may operate indirectly or in combination with other supervisory practices.

## Recommendations

Considering the conclusions drawn, the following recommendations are proposed:

1. School heads should strengthen directive supervisory practices that provide clear instructional guidance, feedback, and structured support to teachers in order to enhance instructional performance.
2. Supervisors should continue to promote collaborative supervisory practices, such as shared decision-making and professional dialogue, while ensuring that these practices are balanced with effective instructional monitoring.
3. Educational leaders and administrators should provide professional development programs that enhance school heads' competencies in applying different supervisory orientations appropriately depending on teachers' needs and instructional contexts.
4. Teachers should actively engage in supervisory processes, including feedback sessions, instructional coaching, and collaborative professional learning activities that can further enhance their teaching effectiveness.
5. Future researchers may include additional variables such as teachers' years of experience, workload, school climate, leadership style, and professional development opportunities in order to further explore the factors that influence teachers' instructional performance.
6. Similar studies may also be conducted in other schools or divisions with larger sample sizes to validate and expand the findings of this study.

## PROPOSED UTILIZATION/DISSEMINATION ACTIVITIES EMANATING FROM RESULTS OF THE STUDY

Objective	Strategies	Responsible Persons	Potential Adopters / Beneficiaries	Expected Output	Proof of Utilization	Monitoring
1. To disseminate the results of the study to school administrators and teachers	Conduct a school-based presentation and discussion of research findings	Researcher, School Head	ESNCHS teachers and administrators	Enhanced awareness of effective supervisory practices	Attendance sheet, presentation materials	Post-presentation feedback and evaluation form
2. To integrate effective supervisory behavior orientations into existing supervision practices	Conduct a supervisory enhancement workshop focusing on directive and transformational approaches	School Head, Department Heads	School heads, master teachers, and subject coordinators	Strengthened supervision aligned with research findings	Workshop program, evaluation reports	Classroom observation reports reflecting improved supervision
3. To encourage teachers to apply insights from the study in their instructional practices	Sharing of best practices through Learning Action Cell (LAC) sessions	Department Heads, Teacher Leaders	ESNCHS teaching staff	Improved instructional strategies and teacher performance	LAC minutes, action plans, reflection papers	IPCRF ratings and monitoring reports
4. To promote research-based decision-making among administrators	Incorporate findings into the School Improvement Plan (SIP) and performance reviews	Principal, Research Coordinator	School management team	Inclusion of data-driven supervisory policies	Revised SIP, meeting minutes	Annual school performance review

5. To share study results with the wider academic community	Present the study in division or regional research conferences	Researcher	DepEd Eastern Samar Division researchers and educators	Wider dissemination of findings	Certificate of presentation, conference proceedings	Follow-up on policy program adoption or
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## APPENDIXES

### Appendix A: Letter of Request to the Principal

October 06, 2025

**HAZEL B. MENESES PhD**

Principal IV  
Eastern Samar National Comprehensive High School  
Brgy. Alang-Alang, Borongan City

**Subject:** Request for Permission to Conduct Content Validation and Pilot Testing of Survey Questionnaire

Dear Ma'am,

Good day!

I am currently pursuing my Doctor of Philosophy (PhD) degree at Eastern Samar State University and enrolled in the subjects *Methods of Research* and *Advanced Statistics*. As part of the course requirements, I am conducting the content validation and pilot testing of my survey questionnaire entitled "**Predictive Influence of Supervisory Behavior Orientations on the Instructional Performance of Large-Type High Schools.**"

In this regard, I respectfully request permission to conduct the said activities within our school. Specifically, I will be requesting the assistance of **five (5) head teachers** to serve as **content validators** of my survey questionnaire. **The Science, Mathematics, and STEM teachers** will serve as the **respondents** of my study, while **twenty (20) teachers from other Departments** will participate in the **pilot testing** of the instrument.

The purpose of these activities is to ensure that the questionnaire items are valid, reliable, and appropriate before the actual data gathering. Rest assured that the conduct of the validation and pilot testing will adhere to research ethics, maintain confidentiality, and avoid disruption of school activities.

Your approval and support for this academic endeavor will be deeply appreciated.  
Thank you very much for your time and consideration.

Sincerely yours,

**(SGD) NICKLE REY A. CAÑETE, LPT, MAEd Bio**

PhD Student, Eastern Samar State University  
Teacher III – SHS STEM Department  
09173060224

Action taken:

Approved  
 Not approved

**(SGD)HAZEL B. MENESES PhD**  
Principal IV

Appendix B: Survey Questionnaire

**Survey Questionnaire**

**Title: Predictive Influence of Supervisory Behavior Orientations on the Instructional Performance of Large-Type High Schools**

**Part I. Introduction**

The purpose of this questionnaire is to gather data on how teachers in large-type high schools perceive their school heads' supervisory behavior orientations and how these relate to their instructional performance. Your responses will be treated with the utmost confidentiality and used solely for research purposes.

Please answer each item honestly according to your experience. Mark your answers using the following scale:

Scale	Description
5	Always / Strongly Agree
4	Often / Agree
3	Sometimes / Neutral
2	Rarely / Disagree
1	Never / Strongly Disagree

**Part II. Respondent Profile**

Directions: Please check or fill in the appropriate answer.

1. Name(Optional): \_\_\_\_\_
2. Sex:  Male  Female
3. Age: \_\_\_\_\_
4. Educational Attainment:  Bachelor's degree  Master's degree  Doctorate  Others: \_\_\_\_\_
5. Years of Teaching Experience: \_\_\_\_\_
6. Teaching Position:  Teacher I  Teacher II  Teacher III  Master Teacher  Others: \_\_\_\_\_
7. School: \_\_\_\_\_
8. Average IPCRF Rating (Most Recent): \_\_\_\_\_

**Part III. Supervisory Behavior Orientations**

Directions: Please check or fill in the appropriate answer.

**A. Directive Orientation (Task-Oriented Supervision)**

This refers to a supervisory style focused on close monitoring, compliance, and instructional control.

No.	Statement	1	2	3	4	5
1	My school head provides explicit instructions on how teaching tasks should be carried out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My supervisor closely observes my classroom performance to ensure adherence to prescribed methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am required to strictly follow established teaching plans, procedures, and timelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My supervisor regularly checks my outputs to ensure that they meet required standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Feedback from my supervisor focuses on identifying and correcting specific weaknesses in my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No.	Statement	1	2	3	4	5
6	My supervisor emphasizes compliance with school policies and administrative directives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The supervision I receive is primarily focused on accomplishing tasks efficiently rather than promoting professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	My supervisor expects me to implement decisions and instructions without modification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. Collaborative Orientation (People-Oriented Supervision)**

This refers to supervision that emphasizes teamwork, shared decision-making, and mutual respect.

No.	Statement	1	2	3	4	5
1	My school head involves teachers in setting goals and planning for school improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Supervisory decisions are made through open discussion and mutual agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My supervisor encourages teachers to work together in solving instructional challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I feel that my suggestions are genuinely considered in supervisory meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	My supervisor fosters a sense of teamwork and shared responsibility among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The school head provides venues for teachers to share best practices and learn from one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	My supervisor values collaboration over competition in achieving school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I am encouraged to take part in joint planning and problem-solving sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C. Transformational Orientation (Supportive/Inspirational Supervision)**

This reflects a leadership style that motivates, inspires, and supports teachers toward higher performance.

No.	Statement	1	2	3	4	5
1	My school head communicates a clear and compelling vision that guides teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My supervisor motivates me to perform beyond basic expectations and standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My school head encourages innovation, creativity, and continuous improvement in my teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My supervisor recognizes, appreciates, and celebrates teachers' achievements and contributions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	My school head demonstrates genuine concern for my professional growth and personal well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My supervisor empowers teachers to take initiative and leadership roles in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	My supervisor serves as a role model who exemplifies commitment, integrity, and passion for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No.	Statement	1	2	3	4	5
8	My school head encourages collaboration to achieve a shared vision of educational excellence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D. Nondirective Orientation (Autonomous Supervision)**

This refers to a supervision approach that promotes independence, reflection, and teacher self-direction.

No.	Statement	1	2	3	4	5
1	My supervisor allows me to make independent decisions regarding my instructional methods and strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I am encouraged to assess and reflect on my own teaching performance after classroom observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My supervisor expresses trust in my professional judgment about what works best for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I am given the freedom to explore, experiment, and implement new teaching approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Supervisory meetings focus more on my reflections and insights rather than imposed directives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My supervisor promotes teacher autonomy in lesson planning, assessment, and classroom management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am supported to identify my own professional development goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	My supervisor provides guidance only when requested or needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C: Content Validity Checklist

**Content Validity Checklist for Survey Questionnaire**

**Title of Instrument:** \_\_\_\_\_  
 \_\_\_\_\_  
**Evaluator's Name:** \_\_\_\_\_  
**Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Instructions for Validator:**

Please rate each criterion below based on how well the items in the questionnaire meet the stated requirement. Use the scale:

- 4 – Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 – Strongly Disagree

Section	Criteria / Statement	4	3	2	1
A. Clarity of Items	1. The items are clearly stated and easily understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. The wording of the items avoids ambiguity and confusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. The instructions for answering are clear and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Relevance of Content	4. The items adequately represent directive (task-oriented) leadership style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. The items adequately represent collaborative (people-oriented) leadership style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. The items adequately represent transformational (supportive) leadership style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. The items adequately represent nondirective (autonomous) leadership style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Appropriateness of Structure	8. The items are relevant to the objectives of the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9. The number of items for each leadership style is sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. The items are logically arranged and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Overall Assessment	11. The response options are appropriate for the type of data being gathered (e.g., Likert scale).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12. The items collectively measure what the survey intends to measure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. The questionnaire reflects the study's objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14. The questionnaire is appropriate for the intended respondents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments / Suggestions:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Overall Rating / Recommendation:**  
 Acceptable as is     Needs minor revisions     Needs major revisions

Appendix D: Informed Consent Form

**INFORMED CONSENT FORM**

Title of the Study: *Predictive Influence of Supervisory Behavior Orientations on the Instructional Performance of Teachers in Large-Type High Schools*

**Purpose of the Study:**

This study aims to examine the relationship and predictive influence of supervisory behavior orientations on the instructional performance of teachers in large-type high schools. The findings of this research may provide insights for enhancing supervisory practices and improving teaching performance.

**Procedures:**

You are invited to participate by accomplishing a Supervisory Behavior Orientation Questionnaire and allowing the researcher to access your Individual Performance Commitment and Review Form (IPCRF) rating for the most recent school year. The process will take approximately 15–20 minutes.

**Confidentiality:**

All information provided will be treated with strict confidentiality. Your identity and responses will not be disclosed in any part of the research report. Data will be used solely for academic purposes.

**Voluntary Participation:**

Your participation in this study is voluntary. You may choose to withdraw at any time or refuse to answer specific questions without penalty or consequence.

**Risks and Benefits:**

There are no anticipated risks in participating. The results may contribute to improving supervisory practices and professional development programs within the school.

**Contact Information:**

If you have questions or concerns about this study, you may contact:

Researcher: Nickle Rey A. Cañete  
Email: nickle29c@gmail.com  
Address: Eastern Samar National Comprehensive High School, Borongan City

**Consent Statement:**

I have read and understood the information above. I voluntarily agree to participate in this study and allow the researcher to use my responses and IPCRF rating for research purposes.

\_\_\_\_\_  
Name of Participant: \_\_\_\_\_  
Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Appendix E: Conduct of Orientation and the Survey Questionnaire Answering



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The Researcher