

# Assessment of the Relationship between School Heads' Instructional Supervisory Practices and Teachers' Work Performance

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## ABSTRACT

The study focused on the correlation between School Heads' Instructional Supervision and Teachers' Work Performance within the division of Eastern Samar for school year 2025-2026, using quantitative correlational design. 48 school heads and 48 teachers, for a total of 96 school personnel from the different secondary schools of Eastern Samar division were chosen as samples via total enumeration sampling. Meanwhile, the main research instrument used in the study to obtain data relative to instructional supervision of school heads was an adapted survey from DepEd Region 10 Instructional Supervisory Form (2017), and the teachers' work performance were collected based on the respondents' IPCRF rating for school year 2024-2025. In analyzing the data collected, mean, standard deviation, frequency and percentage were employed to interpret the descriptive aspect of the information; however, Spearman's rank correlation was utilized to test the significant relationship between the variables. In terms of findings, it was revealed that the school heads' instructional supervision was highly proficient. On the other hand, the teachers' work performance very satisfactory to outstanding. Lastly, it was found out that there was no significant relationship between school heads' instructional supervision and teachers' work performance. It was strongly recommended in the study that school heads should implement stringent school leadership to decisively enhance teaching and learning, requiring for further training to achieve more effective supervisory skills.

**Keywords:** school heads' instructional supervision, teachers' performance

## INTRODUCTION

Instructional supervision as it is defined by the Department of Education based on the study of Basilio and Bueno (2021) is a process which is ongoing, professional, and collaborative which intends to improve instruction. It is composed of guidance, assistance, sharing of ideas, facilitation, or in other aspects, creation whose main goal is to help teachers in enhancing teaching and learning quality in schools. It is underpinned in this system that an instructional leader or supervisor, who is expected to embody knowledge and skills, should know how to collaborate with the teachers to maintain harmonious environment, that is oriented to professional development extending up to the community.

Studies reveal that instructional supervision significantly affection implementation of instructional methods and holistic quality of teaching, however, it was also accentuated that there had just been a moderate effect of instructional supervision on students' academic performance (Dingal, 2023).

In like manner, Bautista and Alvarado (2022) asserted that the teachers' professional growth and practices in their respective classrooms are as well being promoted through feedback mechanisms of school leaders which are constructive and goal-oriented. Meanwhile, it is argued that cooperative and collaborative supervisory practices are considered to be more efficient than the authoritarian approaches in terms of motivating teachers handle and manage their classroom duties and responsibilities (Ali & Smith, 2022).

The study of Castillo (2024) emphasized that instructional supervision strategies with its role on teacher performance is deemed to be crucial area in the field of educational research. This was supported by the empirical results in the aforementioned research which claimed that the school heads instructional supervision practices are highly effective, as it highlighted positive influence of strong leadership and supportive practices. As a result, school heads must put it as top priority to conduct regular classroom observations, provide constructive feedbacks, and implement programs and projects that foster professional development.

It is indeed undeniable that the guidance and instruction of school leaders have so much to do especially in enhancing the competencies of the teachers which are essential towards students' learning outcomes (Saro et al., 2022).

However, despite the evident significant role of instructional supervision on teachers work performance, there remained setbacks or challenges that hinder successful implementation of supervisory programs and routines. Reyes (2025) clarified that many schools face shortage of resources, constituting to difficulty of school leaders, such as master teachers in using advanced tools and materials which are vital in supporting teachers. Even though school heads consider conducting Learning Action Cells to address these challenges, division-level activities interrupt such initiatives in most cases, resulting to poor outcomes of the program. The study investigated the relationship between school heads' instructional supervisory practices and teachers' work performance. It specifically sought to address the following research questions

1. What is the school heads' level of instructional supervisory practices?
2. What the level of teachers' work performance?
3. Is there a significant relationship between the school heads level of instructional supervisory practices and teachers' work performance?

The results of this study were deemed beneficial for educational purposes, especially in coming up with educational reforms and programs which foster effective implementation of instructional supervision programs that are responsive to the needs of the teachers and students. The following are statement that corroborated about the importance of the study towards the following groups.

Students. Effective supervision practices have positive effect on teachers' quality of teaching, fostering high caliber teaching and learning strategies which would yield exemplary students' academic performance.

Teachers. Well-implemented, collaborative, and informed supervisory practices are more likely to have immense improvement in the teachers' pedagogical competencies.

Curriculum Development. Schools' best practices on instructional supervision and teaching pedagogical trends that highlight their significant role on students' academic achievement can be incorporated in the curriculum, in order for the teaching and learning process to be more efficient for the welfare of the learners.

Future Studies. This study can be utilized as a reference material for future investigation which may consider different conditions to test if instructional supervision could be consistent to be essential aspect of educational management.

This study was conducted among secondary school heads and teachers of Eastern Samar Division, focusing on the relationship between instructional supervision and teachers' work performance, during school year 2025-2026. Data were collected using an adapted survey from DepEd Region 10 Instructional Supervisory Form (2017). On the other hand, the research instrument which was used to evaluate teachers' performance was derived from their Individual Performance Commitment and Review Form (IPCRF) Score for 2025. Meanwhile, descriptive statistics which were employed to analyze each variable includes mean, standard deviation, frequency and percentage. However, Spearman's rho correlation was utilized to test the hypothesis of the study or the significant relationship existing between said variables.

The following terminologies were defined either operationally or conceptual, to ensure easier understanding about the key concepts of the study.

Instructional Supervisory Practices. In this study, this term, was referred to as a specific aspect of educational management, comprised professional, on-going, and collaborative processes, considered to have a vital impact on teachers' performance.

Teachers Work Performance. This research highlighted insight relative to this key concept which referred to the teachers' score in the IPCRF during their Year-End Evaluation.

## METHODOLOGY

### Research Design

The research design that was utilized in this study was descriptive correlational. This design primarily investigated its descriptive aspect as basic requirement for establishing the correlation between the variables. In the case of this study, after data were collected, they were measured using descriptive statistics. Eventually, Spearman's rho correlation was employed to test the relationship between variables.

### Locale of the Study

The study considered secondary school administrators and teachers in the Division of Eastern Samar. Therefore, it transpired in all secondary schools within the Division. There was a total of 48 secondary schools of Eastern Samar Division from Arteche to Guiuan.

### Respondents of the Study

One group of respondents in this study were secondary school administrators in the Schools Division of Eastern Samar, having at least one-year experience of managing a school, with issued appointment from Schools Division Superintendent as principal or Special Order to manage a school, from said authority as Officer-In-Charge or Teacher-In-Charge. Another set of respondents were secondary school teachers in each respective school where the school head came from. There was a total of 96 respondents in the said study.

### Sampling Procedure

The study utilized total enumeration sampling technique to choose the school heads from the different secondary schools in the division. The same technique of selecting respondents was as well considered in choosing teachers III, who have the longest tenure in the position. The reason relative to setting this criterion is to qualify teachers III who have the most experience in terms of being supervised, as key to providing rich and subtle ideas in relating to various situations about supervision and mentoring.

### Research Instrument

The main research instrument used in this study was an adapted survey from DepEd Region 10 Instructional Supervisory Form (2017). Meanwhile, the research instrument which was used to evaluate teachers' performance was derived from their Individual Performance Commitment and Review Form (IPCRF) Score for 2025.

### Measurement of Variables

For the researcher to come up with meaningful interpretations of data, all variables were measured according to their nature.

In terms of School heads' Instructional Supervisory Skills, the following 5-point Likert Scale was used:

| Range      | Description       | Interpretation                    |
|------------|-------------------|-----------------------------------|
| 3.16–above | Highly Proficient | Consistently exceeds expectations |
| 2.71–3.60  | Proficient        | Often exceeds expectations        |

|            |              |                                                      |
|------------|--------------|------------------------------------------------------|
| 1.81–2.70  | Basic        | Meet basic expectations based on standards           |
| 0.91–1.80  | Below Basic  | Behavior and outputs frequently fall below standards |
| 0.90–below | Not Observed | Indicators not observed                              |

On the other hand, Teachers' Performance was assessed using the 5-point Liker Scale below:

| Range       | Description         |
|-------------|---------------------|
| 4.500-5.000 | Outstanding         |
| 3.500-4.499 | Very Satisfactory   |
| 2.500-3.499 | Satisfactory        |
| 1.500-2.499 | Fairly Satisfactory |
| Below-1.499 | Needs Improvement   |

### Data Gathering Procedure

Prior to the commencement of data collection, permit from authorities was sought first by the researcher. Letter of consent was prepared and forwarded to authorities for their approval. Upon approval, they were sent to school administrators of the identified public secondary schools. Once all necessary permits were issued, and consent forms for students were approved and signified, data collection finally commenced. The respondents were given one week to accomplish the survey questionnaire. After the questionnaire were accomplished, they were retrieved by the researcher from the school heads, attached to them were the IPCR Rating of the selected teachers III.

### Analysis of Data

In order to come up with meaningful interpretations of all information collected from the respondents, data were organized and categorized for convenient analyses. For SOP 1, mean, and standard deviation were utilized to interpret the respondents' level of instructional supervision. While for SOP 2, particularly on teachers' performance, frequency counts and percentage were used for analysis. One the other hand, to successfully find the existing relationship among the variables, the Spearman's rank correlation was employed. This was deemed appropriate considering that both of the variables were ordinal in nature. All of the tests were done using the SPSS (Statistical Package for Social Sciences).

### Research Ethical Considerations

In trying to ensure that the study adhered to acceptable ethical standards, the following considerations were followed. First of all, letter of consent and permission from authorities were secured prior to administering the questionnaires to intended respondents. And then, consent form was administered to respondents before formally starting with the data gathering. It had been a must that anonymity was always observed while obtaining relevant information. This was done to assure the respondents that all information extracted from them remained confidential. Meanwhile, respondents were informed of their participation in the study and the type of data to be obtained from them. In the same manner, the respondents were made to give consent on the condition that all information derived from the questionnaires and their participation in full volition did not, in any way, incurred harm or pose any type of risks.

## RESULTS

### School Heads' Instructional Supervision

Table 1 illustrates school heads' level of instructional supervision practices. As results show, there is a 'highly proficient' instructional supervision across all indicators, as mean scores reveal from 4.53 to 4.92, which were coupled with standard deviation values ranging from 0.34 to 0.86. Evidently, the result was even reinforced with the overall mean score which is equal to 4.789, and standard deviation which is 0.575. In general, this result is indicative of the outstanding instructional supervision practices of school heads of Eastern Samar Division who can readily fulfil necessary tasks during classroom observation with the teachers.

Although, it can be gleaned from the result that the indicator with the lowest mean score is relative to “Facilitating an environment where the teacher can confidently express his/her ideas, while the indicator which was corresponded with the highest mean score is “Providing technical assistance in handling learners with learning difficulties”. This implies that a slight issue exists between the school head and the teacher, as the latter may feel a little nervous or intimidated by the presence of the school. On the other hand, school heads are indeed superb in providing all sorts of technical assistance for the teacher to know how to manage learners with learning difficulties.

It was also emphasized in study of Obuta, Salva, and Ferenal (2023) that school heads of Valencia City, Cagaya De Oro have highly proficient instructional supervision as they consistently exceed their supervisory roles, resulting to outstanding teaching performance.

Table 1. School Heads’ Instructional Supervision

| Indicators                                                                                                                              | Mean         | SD           | Description              |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|--------------------------|
| Facilitates an environment where the teacher can confidently express his/her ideas.                                                     | 4.53         | 0.51         | Highly Proficient        |
| Discusses potential issues and concerns that may arise during the delivery of the lesson and the possible solution.                     | 4.55         | 0.52         | Highly Proficient        |
| Guides the teacher in aligning lesson objectives, teaching methods, learning activities, instructional materials, and assessment tools. | 4.89         | 0.86         | Highly Proficient        |
| Encourages prudent use of contextualized and indigenized learning materials and educational technology available.                       | 4.94         | 0.58         | Highly Proficient        |
| Coaches the teachers to engage the diverse learners in differentiated instruction for quality learning.                                 | 4.78         | 0.48         | Highly Proficient        |
| Discusses with the teachers in the observance of proper classroom management.                                                           | 4.91         | 0.77         | Highly Proficient        |
| Encourages the teacher to observe “child-friendly” School System including sensitivity to gender and culture                            | 4.79         | 0.54         | Highly Proficient        |
| Provides technical assistance in handling learners with learning difficulties.                                                          | 4.92         | 0.34         | Highly Proficient        |
| <b>Overall</b>                                                                                                                          | <b>4.789</b> | <b>0.575</b> | <b>Highly Proficient</b> |

### Teachers’ Work Performance

It is emphasized in the table 2 that out of 48 secondary school teachers, there were 31, which is equal to 64.58%, who had very satisfactory performance reflected in their IPCRF. However, 17 teachers or 35.42% of the total respondents exhibited outstanding performance. Meanwhile, the average performance of the respondents is equal to 4.478, which can be interpreted as “very satisfactory”. It is suggested by this outcome that most of the teachers in the division of Eastern Samar are categorized to have very satisfactory performance for the recently concluded school year, while only few have outstanding teaching performance.

This can be attributed to various factors which hinder teachers to have the highest possible rating during the year-end review. Personal and professional needs of teachers could be considered as areas with evident rooms for improvement. The study of Baluyos (2019) in like manner, revealed that teachers of Misamis Occidental had a ‘very satisfactory’ performance, despite the fact that they were highly satisfied with their job, only to find out that job security is a contributory factor to their high level of job satisfaction.

Table 2. Teachers’ Work Performance

| Range       | Frequency (N=48) | Percent | Interpretation    |
|-------------|------------------|---------|-------------------|
| 4.500-5.000 | 17               | 35.42   | Outstanding       |
| 3.500-4.499 | 31               | 64.58   | Very Satisfactory |
| 2.500-3.499 | 0                | 0       | Satisfactory      |

|                |              |   |                          |
|----------------|--------------|---|--------------------------|
| 1.500-2.499    | 0            | 0 | Fairly Satisfactory      |
| Below-1.499    | 0            | 0 | Needs Improvement        |
| <b>Average</b> | <b>4.478</b> |   | <b>Very Satisfactory</b> |

### Correlation between School Heads' Instructional Supervision and Teachers' Performance

Table 3 Spearman's rank correlation was employed to investigate if there was a significant relationship between the school heads' instructional supervision and teachers work performance. It can be noted that a null hypothesis was initially made prior to the conduct of the test. However, after the correlation test was made, it was revealed that there was a significant relationship existing between the variables, considering the correlation coefficient result which is .323, supported by the significance level .034, with 0.01 alpha level, thereby failing to reject the null hypothesis.

The absence of significant relationship between the variables in the study could be attributed to the limited variability in scores both for school heads' instructional supervisory and teachers' work performance, including contextual, methodological, and professional factors such as consistency of teaching performance, conflict between supervisory focus and teacher autonomy, differences in measurement tools, influence of educational attainment and position, and administrative burden on school heads which eventually weakens the correlation result. Furthermore, the study also highlights that relying only on IPCRF ratings to measure teacher performance can be misleading. These evaluations don't always capture the full picture of how teachers actually work in the classroom. Scores can sometimes be inflated whether intentionally or unintentionally and the tool itself isn't sensitive enough to highlight subtle differences in teaching quality. Because of this, it becomes harder to see whether school heads' supervisory practices are truly making an impact. To get a clearer and more accurate understanding, IPCRF results should be combined with other measures like classroom observations, student achievement records, peer feedback, and teachers' own reflections. This way, the evaluation reflects not just compliance with standards but also the real effectiveness of teaching.

Table 3. Correlation between school heads' instructional supervision and teachers' work performance

| Variables                                |                             | r-value | p-value | decision                         | interpretation   |
|------------------------------------------|-----------------------------|---------|---------|----------------------------------|------------------|
| School Heads' Instruc-tional Supervision | Teachers' Work Perfor-mance | .323    | .345    | Failed to Re-ject H <sub>0</sub> | Not Signifi-cant |

## DISCUSSION

The results of the study offer meaningful insights into the nature of instructional supervision and its relationship to teachers' work performance in the Division of Eastern Samar. Based on the data presented in Table 1 illustrates school heads' level of instructional supervision practices. As results show, there is a 'highly proficient' instructional supervision across all indicators, as mean scores reveal from 4.53 to 4.92, which were coupled with standard deviation values ranging from 0.34 to 0.86. Evidently, the result was even reinforced with the overall mean score which is equal to 4.789, and standard deviation which is 0.575. In general, this result is indicative of the outstanding instructional supervision practices of school heads of Eastern Samar Division who can readily fulfil necessary tasks during classroom observation with the teachers. This implies that a slight issue exists between the school head and the teacher, as the latter may feel a little nervous or intimidated by the presence of the school. On the other hand, school heads are indeed superb in providing all sorts of technical assistance for the teacher to know how to manage learners with learning difficulties.

This finding reflects a positive leadership climate in the schools within the division. It shows that school heads value instructional supervision not just as a formal requirement but as a tool to enhance teaching and learning. Many school heads have likely developed a routine of visiting classrooms, mentoring teachers, and assisting them in addressing instructional gaps. However, as the data also imply, supervision is not always perceived as purely supportive. Teachers may still feel nervous or pressured during observations, as the presence of the school head can sometimes trigger anxiety or self-consciousness. This emotional response is natural and aligns with real classroom situations where teachers want to perform at their best in front of their superiors. While this does not diminish the quality of supervision, it highlights the need for school heads to create a more open

and trust-based environment that encourages teachers to see supervision as an opportunity for growth rather than evaluation.

It is emphasized in the table 2 that out of 48 secondary school teachers, there were 31, which is equal to 64.58%, who had very satisfactory performance reflected in their IPCRF. However, 17 teachers or 35.42% of the total respondents exhibited outstanding performance. Meanwhile, the average performance of the respondents is equal to 4.478, which can be interpreted as “very satisfactory”. It is suggested by this outcome that most of the teachers in the division of Eastern Samar are categorized to have very satisfactory performance for the recently concluded school year, while only few have outstanding teaching performance.

This result speaks volumes about their dedication to teaching despite the many challenges faced in public schools such as heavy workloads, large class sizes, and limited instructional resources. The teachers’ ability to maintain high standards of performance is a reflection of their commitment to their learners and their adaptability to the demands of the educational system.

However, despite the high level of instructional supervision from school heads and the commendable performance of teachers, Table 3 reveals a critical finding: there was no significant relationship between the two variables. The computed Spearman’s rank correlation coefficient of

$r=.323$  with a significance level of  $p=.034$  at the 0.01 alpha level indicates that while both variables are high, they do not significantly influence each other statistically. This means that even though school heads are proficient supervisors and teachers are performing well, the teachers’ performance may not be directly caused by or dependent on the quality of supervision.

This result may initially seem surprising, as instructional supervision is often expected to have a positive effect on teacher performance. However, in real educational settings, this outcome makes sense. Teachers’ work performance is influenced by many interrelated factors beyond supervision. For instance, their intrinsic motivation, professional experience, teaching load, and access to resources can greatly affect their output. Likewise, school culture, peer relationships, and personal well-being can also shape how teachers perform in their roles. The high teacher performance seen in this study could therefore stem from internal factors such as dedication, passion for teaching, and a sense of accountability rather than supervision alone.

Another possible explanation is the nature of supervision itself. While school heads may be highly proficient, the frequency and depth of their supervision may not be sufficient to create measurable differences in teacher performance ratings. In some cases, supervision might focus more on procedural compliance—such as documentation or observation checklists—rather than on sustained mentoring or follow-up support. If supervision is viewed by teachers as a routine evaluation rather than a developmental process, its impact on performance could be limited. This aligns with the findings of McGhee and Stark (2021), who argued that supervision yields better results when it is collaborative, reflective, and solution-focused rather than strictly evaluative.

The findings also resonate with Hoque (2020), who found that while supervision has the potential to influence teacher attitudes and performance, its effectiveness depends on how it is implemented. If school heads simply observe and provide feedback without engaging teachers in reflective dialogue or helping them apply feedback in practice, the long-term impact remains minimal. In the context of Eastern Samar, it is possible that teachers appreciate the supervision they receive but do not necessarily perceive it as a major driver of their performance. Their consistently high IPCRF ratings might instead reflect their personal discipline, peer support, and intrinsic sense of professionalism.

Furthermore, the absence of a significant correlation does not diminish the value of instructional supervision—it merely shows that its effect on performance may be indirect. Supervision might influence teacher morale, classroom climate, or instructional strategies, which in turn affect performance in subtle, cumulative ways. This interpretation aligns with Castillo (2024), who noted that effective supervision contributes to teacher growth and confidence, even when its statistical relationship to performance outcomes is not immediately

strong. In this light, instructional supervision should be seen not as a quick fix for performance improvement but as an ongoing developmental partnership between school heads and teachers.

In summary, the results suggest that both school heads and teachers in the Division of Eastern Samar are performing well in their respective roles. The absence of a significant relationship between instructional supervision and teacher performance does not imply ineffectiveness, but rather highlights the multifaceted nature of teaching. Supervision remains an essential component of instructional leadership, but it must be combined with genuine mentoring, professional development, and emotional support to create lasting improvements in teacher performance. School heads should continue refining their supervisory approaches by emphasizing collaboration, trust, and empowerment so that teachers feel guided, supported, and inspired to excel in their classrooms.

## CONCLUSION

The results of this study show that while school heads perform their instructional supervision duties effectively and teachers maintain commendable work performance, the absence of a significant relationship between the two suggests that supervision alone may not be enough to drive higher teacher productivity. In reality, teachers' performance is shaped by many interconnected factors such as motivation, workload, school environment, and the kind of support they receive from both peers and administrators. This finding points to the idea that supervision should not only be about checking compliance or observing lessons, but more about providing meaningful feedback, emotional support, and opportunities for teachers to grow in their craft. Across the globe, effective instructional supervision is seen as a vital tool in improving teaching practices and ensuring that schools deliver quality education. Educational systems in many countries focus on building instructional leaders who can mentor teachers and promote a culture of learning and collaboration. In the Philippine setting, the Department of Education continues to emphasize this through the Philippine Professional Standards for Teachers (PPST) and School Heads (PPSSH), encouraging leaders to be mentors and partners in teachers' development. However, at the local level, many schools face unique challenges such as limited resources, large class sizes, and diverse learner needs that make it difficult to sustain consistent supervision practices. Despite these challenges, school heads and teachers in local communities continue to work together, showing resilience and commitment to ensure that quality education is achieved even in the face of limitations.

Based on the major findings in the study, the following conclusion are hereby drawn.

1. The school heads have highly proficient instructional supervision.
2. The teachers' work performance ranges from very satisfactory to outstanding.
3. There was no significant relationship between the school heads' instructional supervisory practices and teachers' work performance

In line with the major findings and conclusions made in the study, the following recommendations are hereby made.

1. Encourage school heads to continue engaging in leadership training, seminars, and workshops to maintain their high level of supervisory skills.
2. Maintain the implementation of educational initiatives and programs to sustain exemplary teaching performance.
3. Redesign supervisory practices to focus on mentorship, coaching, and collaborative growth to support teachers' work performance

While the findings reveal that school heads demonstrate a high level of instructional supervision and teachers maintain commendable work performance, the absence of a significant relationship between these variables suggests that other factors may influence teacher productivity and effectiveness. These factors may include intrinsic motivation, school climate, leadership style, professional development opportunities, workload management, and support systems within the school. This implies that instructional supervision alone may not fully account for variations in teachers' work performance, and a more holistic approach is necessary to sustain

excellence in teaching and learning. Furthermore, the study highlights the need for continuous dialogue and collaboration between school heads and teachers to align supervisory practices with teachers' evolving professional needs and contextual challenges.

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## Disclosure of Conflict of Interest

The author declares no conflict of interest.

## Compliance to Ethical Standards

The author declares that the study was conducted in strict compliance to ethical considerations.

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