

Educational Supervision and Teachers' Performance of El Salvador City Division

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Abstract

Educational supervision improves teachers' performance. This study endeavored to determine the level of educational supervision practices of the school heads as to Clinical Supervision, Cooperative Professional Education, Self-directed Development, and Administrative Monitoring and teachers' performance based on their IPCRF for School Year 2021-2022 and to find its significant relationship. A total of 127 elementary school teachers of select schools of the Division of City Schools of El Salvador City were taken as respondents through total enumeration under purposive sampling. The study employed the descriptive-correlational design on which a researcher-made questionnaire which underwent validity and reliability testing was used to gather the necessary data. Mean, Standard Deviation, Frequency, Percentage and Pearson Product Moment Correlation Coefficient were the statistical utilized. The study revealed that Clinical Supervision obtained the Highest Mean rating, while Cooperative Professional Education got the Lowest Mean. Majority of the teachers have Outstanding performance and only Clinical Supervision is statistically related to teachers' performance. Thus, school heads are encouraged to continue using a variety of educational supervision practices. Teachers who are already at the Outstanding level of their performance are encouraged to assist the school head in coaching and collaborating with teachers who are still in the Very Satisfactory level so they can sustain the highest level of teachers' performance.

Keywords: Educational Supervision, Work Performance, Clinical, Self-directed

1. Introduction

Education is the main element that determines the progress of the nation. Educational goals and objectives depend on how influential the educational leaders are. The success of any organization depends on how effective the leader of that organization is. Effective leadership ensures possible effective productivity and effectiveness toward organizational goals.

The issue of adequate supervision is finding a method that can be accepted by teachers, seen as collaborative, and seen to advance professional development. The basic foundation of collaborative supervision, which is predicated on participation by all parties, is encouraging collective action to bring about these changes from a practical standpoint. Perceived equals making decisions regarding instruction. Supervisors should remember that cooperation is both a mindset and a set of actions, resulting in a shared plan of action. Given that teachers are professionals, it is advisable for any supervisory support that places a focus on collaboration and strives to avoid directiveness. By doing this, teachers can have more control over essential choices for themselves and their pupils.

Performance at work is actually about including all necessary actions to be taken in order to meet predetermined goals and outcomes. However, inadequate monitoring procedures might be the antecedents of instructors' non-professionalism that emphasize the significance of effective supervisory procedures. Poor supervision opens the door for disagreements, reduced performance levels or work burnout, stress, and a bad working relationship, just as adequate supervision enhances relationships and productivity. Employee mismanagement directly impacts the caliber of work and job happiness.

Moreover, education's stakeholders have recently voiced their concern over learners' low performance. While some pointed fingers at the teachers and school authorities (school heads), others blamed the learners and their parents. Regardless of who is to blame, the school and its organizational management are related to the academic performance of the pupils (Olaleye,2017).

Additionally, McNeil (2018) emphasized that an institution's academic and administrative issues are fundamental in determining the learners' performance, the development of organizational image, and quality assurance. Moreover, according to Hasanet (2016), quality assurance institutions must train their staff members in a way that may create a sense of facilitation through coordination, cooperation, compassion, and empathy.

One of the alarming issues and concerns in the school is the faction of the teachers. Factions are created when the members need to be managed better. Schools with factions create a poor performance of the teachers that could affect the students' learning. There are few schools in our city where teachers have conflicts with their principals. Principals are bashed in social media. School activities need to be executed appropriately because teachers are not participating. Inadequate division of work of the teachers' loads can lead to conflicts. Teachers are complaining about the tasks they are handling because the tasks are not equally given to the teachers. Thus, adequate educational supervision by school administrators is paramount to hone the teachers' competencies and enhance their work performance. Hence, this study was conceived to determine the educational supervision practices of the school administrators and the possible association with the teachers' work performance.

This study was anchored on the Systems Approach to Supervision developed by Holloway (2016). The systems approach supervision (SAS) model was designed to provide a visual road map for supervisors to intentionally and strategically consider the numerous factors that could have an effect or impact, especially a negative one, on their teaching and learning. Further, it is an effort to understand supervision by offering a common language relevant to supervisors and educators of different theoretical perspectives and a visual representation of concepts that depicts their relationship.

This study was also grounded on the Leadership Theories by Treedy Heller (1982) . He theorized that the essence of leadership is followership. It is the willingness of people to follow that makes a person a leader. Leaders must exercise all the functions of their role to combine human and material resources to achieve objectives. The Trait Theory as one assumes that the leader is conceived to be a great man whose superior endowments induce others to follow him and as a way of identifying the key characteristics of successful leaders. It was believed that through this approach, critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions.

Moreover, the study was also based on the Instructional Leadership Skills model developed by Hallinger, as cited by Daing and Mustapha (2023). He revealed in his study that the instructional leadership construct had sustained a consistent stronghold in leadership literature despite school restructuring and reform. Hence, instructional leadership is held as the model for emulation by school leaders for its part in monitoring, mentoring, and modeling and for its promise to improve school performance.

Furthermore, leadership is an essential component of school improvement; hence, the school principal is the primary leader of the school, and their decisions and actions are directly connected to school improvement. A principal's knowledge of or engagement in instructional leadership practices influences the outcome of student achievement leading to school improvement. Lastly, principals must focus on instructional leadership by distributing instructional and managerial tasks to support staff, such as assistant principals, to ensure the work is completed with fidelity and balanced between these complementary roles (McBrayer et al., 2021).

2. Methodology

The study employed the descriptive-correlational design with content analysis. According to Panda (2022), descriptive correlational design was used in this studies that provide static pictures of situations and establish the relationship between different variables. A descriptive design was used to determine the school administrators' level of educational supervision practices. In addition, correlational design was used to determine if there is a significant relationship between the administrators' level of educational supervision and the teachers' work performance as measured by their IPCRF rating. It is also a content analysis; hence the researcher used secondary data, which is the IPCRF rating of the teachers. Problem 1 utilized the Mean and Standard Deviation. Problem 2 employed the Frequency and Percentage and Pearson Product Moment Correlation Coefficient was used to determine the significant relationship between the level of educational supervision and teachers' work performance.

3. Results and Discussions

Problem 1. What is the school administrators' level of educational supervision as to:

- 1.1 Clinical Supervision;
- 1.2 Cooperative Professional Development;
- 1.3 Self-directed Development; and
- 1.4 Administrative Monitoring?

Table 1

School Administrators' Educational Supervision as to Clinical Supervision

| Indicators | Mean | SD | Description | Interpretation |
|--|-------------|-------------|-----------------------|------------------------------|
| 1. The school head keeps teachers aware of the conduct of instructional supervision. | 4.87 | 0.34 | Strongly Agree | Very Highly Practiced |
| 2. The school head notifies teachers of classroom visitation and lesson observations. | 4.87 | 0.34 | Strongly Agree | Very Highly Practiced |
| 3. The school head sets up specific sessions with the teachers to discuss curriculum implementation. | 4.76 | 0.46 | Strongly Agree | Very Highly Practiced |
| 4. The school head provides teachers with adequate information to become familiar with the supervision of instruction. | 4.74 | 0.49 | Strongly Agree | Very Highly Practiced |
| 5. The school head involves teachers in the planning and preparation of the delivery of classroom lessons. | 4.76 | 0.48 | Strongly Agree | Very Highly Practiced |
| 6. The school head increases the professional performance of teachers. | 4.71 | 0.52 | Strongly Agree | Very Highly Practiced |
| 7. The school head improves inexperienced teachers' ability to teach in a classroom setting. | 4.76 | 0.51 | Strongly Agree | Very Highly Practiced |
| 8. The school head helps create a more supportive, caring, and positive working environment. | 4.76 | 0.48 | Strongly Agree | Very Highly Practiced |
| 9. The school head directs the experienced teachers to coach the newly hired ones. | 4.76 | 0.49 | Strongly Agree | Very Highly Practiced |
| Overall Mean | 4.77 | 0.46 | Strongly Agree | Very Highly Practiced |

Note: 4.20-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; 1.81-2.60 Less; 1.0-1.80 Very Less Practiced

Table 1, shows the School Administrators' Educational Supervision as to Clinical Supervision. It has an overall Mean of 4.77 with SD=0.46 which is described as Strongly Agree and interpreted as Very Highly Practiced. This signifies that the school administrators' primary purpose in conducting clinical supervision is

to increase their teachers' professional performance and improve instructional effectiveness. Further, the School Heads collaborated with the teachers in designing, implementing, and assessing the implemented curriculum. The most distinctive of clinical supervision is to stress directly a teacher-supervisor interaction, and focus on enhancing the professional quality of teachers (Kayikci et al., 2017). Moreover, they stressed that clinical supervision increases individual consciousness, personal and professional competencies, and teachers' self-confidence. It causes an increase in job satisfaction and a decrease in organizational burnout levels of teachers.

Moreover, the indicators, The school head keeps teachers aware of the conduct of instructional supervision, and The school head notifies teachers of classroom visitation and lesson observations, obtained the Highest Mean of 4.87 with SD= 0.34 **which** is described as Strongly Agree and interpreted as Very Highly Practiced. This entails that the School Heads inform the teachers beforehand whenever class observations are to be made. In addition, the teachers are notified by the school head if instructional supervision is to be conducted. **This is to help teachers prepare her lesson and instructional materials ahead of time. In order to have a good teaching demonstration during classroom observation.** School Heads need to give teachers ample time to prepare. Torsh (2019) emphasized that classroom observation is critical in helping teachers get feedback on developing and molding their classroom management and instruction techniques. Moreover, the study of Lincuna and Caingcoy (2020) revealed that School Heads had practiced clinical supervision. They did it by observing teachers in the classrooms. They believed it has a potential impact on improving instruction because it focuses on the classroom and deals directly with teaching and learning processes.

The indicator, The school head increases the professional performance of teachers, got the Lowest Mean of 4.71 with SD=0.52 which is described as Strongly Agree and interpreted as Very Highly Practiced. This means that the clinical supervision conducted by the school head help improve the teaching performance of teachers. The teachers' teaching performance is already at the highest level and ranges from Very Satisfactory to Outstanding. The study of Kadlong et al. (2018) collaborates with this claim stressing that teachers display a high level of performance-related skills, abilities, initiatives, and productivity, exceeding requirements in many areas of teaching performance as indicated in the seven domains of a competency-based appraisal system for teachers.

Table 2 on the next page reveals the School Administrators' Supervision as to Cooperative Professional Education. It can be discerned from the table that all the indicators got the qualitative interpretation of Very Highly Practiced. It has an Overall Mean of 4.68 with SD=0.52 which is described as Strongly Agree and interpreted as Very Highly Practiced. This implies that School Heads employ collaborative and cooperative educational supervision by involving the teachers to improve instruction. Usually trainings to improve instructions happen during In-Service Trainings and Learning Action Cell Sessions, where School Heads and Master Teachers are coaching or giving teaching demonstrations. Also, during post conference after the classroom observation, the school head gives additional technical assistance. Alshehri (2109) pointed out that in this approach to supervision, the supervisor and teacher exchange ideas and agree upon a course of action. The supervisor, in this approach, encourages teachers to express their perceptions and ideas. Supervisors also honestly present their views.

Moreover, the indicator, The school head has analytical skills to explain the relationship between teaching and learning, got the Highest Mean of 4.76 with SD=0.44 which is described as Strongly Agree and interpreted as Very Highly Practiced. This suggests that the teachers perceived their school head as having the competencies to clarify the interconnection of teaching and learning processes. Moreover, educational supervisors must expound to teachers the possible factors that may affect the teaching-learning process. In addition (eNotes Editorial, 2020) emphasized that teaching and learning are closely interconnected in many ways. In some cases, a person learns when another person teaches them. The extent to which people learn, though, depends on the quality of the teaching. A good teacher takes the time to get to know their

specific students, their needs, and how they learn. In this way, the amount the students learn can be maximized.

Table 2
 School Administrators' Educational Supervision as to Cooperative Professional Education

| Indicators | Mean | SD | Description | Interpretation |
|---|-------------|-------------|-----------------------|------------------------------|
| 1. The school head has planning skills on observing, monitoring, and evaluating the instructional process. | 4.72 | 0.48 | Strongly Agree | Very Highly Practiced |
| 2. The school head has analytical skills to explain the relationship that exist between teaching and learning. | 4.76 | 0.44 | Strongly Agree | Very Highly Practiced |
| 3. The school has communicative competence on holding one-on-one conferences with teachers. | 4.64 | 0.55 | Strongly Agree | Very Highly Practiced |
| 4. The school head informally visits teachers outside the classroom during teaching instruction. | 4.72 | 0.48 | Strongly Agree | Very Highly Practiced |
| 5. The school head monitors teachers outside the classroom during real-world lesson application. | 4.72 | 0.48 | Strongly Agree | Very Highly Practiced |
| 6. The school head supervises teachers on a regular basis inside the classroom during curriculum implementation. | 4.58 | 0.64 | Strongly Agree | Very Highly Practiced |
| 7. The school head enters the classroom politely in the conduct of lesson observations. | 4.65 | 0.52 | Strongly Agree | Very Highly Practiced |
| 8. The school head capitalizes the expertise of teachers to share supervisory knowledge, skills, and information. | 4.62 | 0.53 | Strongly Agree | Very Highly Practiced |
| Overall Mean | 4.68 | 0.52 | Strongly Agree | Very Highly Practiced |

Note: 4.20-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; 1.81-2.60 Less; 1.0-1.80 Very Less Practiced

On the other hand, the indicator, The school head supervises teachers regularly inside the classroom during curriculum implementation, got the Lowest Mean of 4.58 with SD=0.64, which is described as Strongly Agree and interpreted as Very Highly Practiced. This suggests that the teachers perceived their School Heads conduct classroom supervision. This could be attributed to the fact that there are also other functions that the school head should attain. Moreover, instructional supervision can also be delegated to Master Teachers, and the observation results can be communicated to the school head through them.

Monitoring and evaluation of teachers' instructional performance can be done through informal procedures also. Not necessarily sitting in the class of the teachers the whole period. Part of the school head's work is to go around the school premises to observe that teachers and students are in their respective classes. Chidi and Victor (2017) pointed out that the principal, as supervisor, needs more classroom observation for teaching demonstration and supervisory services for instructional improvement. Further, School Heads spend more of their office hours on administrative functions to ensure adequate supervision processes and school programs.

Table 3 discloses the School Administrators' Educational Supervision as to Self-Directed Development. It can be noted in the table that all the ten indicators of self-directed development got the interpretation of Very Highly Practiced, as revealed by the Overall Mean of 4.76 with SD=0.45 which is described as Strongly Agree. This implies that the school head closely monitors how the teachers plan and implement the curriculum by looking into their lesson plans, informing the teachers about classroom observation, and accomplishing school forms and learner's reports. This finding collaborates with the study conducted by Daing (2023), which revealed that School Heads share their knowledge and skills professionally and help identify powerful instructional strategies and practical elements of lesson plans for effective teaching and learning process. Part of the responsibilities of School Heads is to give technical assistance to teachers.

Table 3
 School Administrators' Educational Supervision as to Self-directed Development

| Indicators | Mean | SD | Description | Interpretation |
|---|-------------|-------------|-----------------------|------------------------------|
| 1. The school head is conducting lesson plan reviews. | 4.82 | 0.40 | Strongly Agree | Very Highly Practiced |
| 2. The school head is performing classroom observations. | 4.85 | 0.35 | Strongly Agree | Very Highly Practiced |
| 3. The school head is examining classroom discipline and management. | 4.74 | 0.44 | Strongly Agree | Very Highly Practiced |
| 4. The school head is checking the routine management. | 4.70 | 0.49 | Strongly Agree | Very Highly Practiced |
| 5. The school head is monitoring the record management. | 4.73 | 0.47 | Strongly Agree | Very Highly Practiced |
| 6. The school head is conducting lesson plan reviews. | 4.78 | 0.43 | Strongly Agree | Very Highly Practiced |
| 7. The school head informally visits teachers in their respective classes during teaching instruction. | 4.67 | 0.59 | Strongly Agree | Very Highly Practiced |
| 8. The school head examines accomplishment of school forms, teaching records, and learners' reports. | 4.74 | 0.55 | Strongly Agree | Very Highly Practiced |
| 9. The school head examines teacher's preparation of functional lesson plans or appropriate daily logs. | 4.77 | 0.45 | Strongly Agree | Very Highly Practiced |
| 10. The school head examines teacher's preparation of meaningful learning experiences. | 4.83 | 0.37 | Strongly Agree | Very Highly Practiced |
| Overall Mean | 4.76 | 0.45 | Strongly Agree | Very Highly Practiced |

Note: 4.20-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; 1.81-2.60 Less; 1.0-1.80 Very Less Practice

The indicator, The school head, is performing classroom observations, with a mean rating of 4.85 with a standard deviation of 0.35, described as Strongly Agree and interpreted as Very Highly Practiced. This means that the School Heads do actual class observation to teachers to determine how the teachers are doing as facilitators of learning. Furthermore, the result supports the previous finding in Table 1 that the School Heads conduct actual classroom observation of their teachers to ensure quality instruction. The finding supports the result of the study conducted by Comighud et al. (2020), revealing that the extent of implementation of instructional supervision as perceived by the teachers in Organization and Implementation of Instructional Supervision was Very High. Classroom observations is part of the school head's work. It is through classroom observation that the School Heads can give specific technical assistance to teachers.

On the other hand, the indicator, The school head informally visits teachers in their respective classes during teaching instruction, obtained the Lowest Mean of 4.67 with SD=0.59, which is described as Strongly Agree and interpreted as Very Highly Practiced. Though it has the lowest Mean but still it is interpreted as Very Highly Practiced. This means that there are times that School Heads do classroom observation without notice. They just pass by classes but with a purpose or just observe any unusual instances done by teachers. This implies that the teachers perceived that their school head occasionally does informal observations on how they are doing in their classroom instruction. The teachers may not be aware that informal observation can be done during casual interaction with them or by passing by their classroom. The school head already has an idea of what is happening inside the classroom if the teacher is doing their responsibilities as a facilitator of learning. Observation can be done informally without the knowledge of the teacher. Informal observations are very different from formal class observations, which require certification, official score sheets, and codes to be assigned for each cycle (Morrow, 2020).

Table 4
 School Administrators' Educational Supervision as to Administrative Monitoring

| Indicators | Mean | SD | Description | Interpretation |
|--|-------------|-------------|-----------------------|------------------------------|
| 1. The school head promotes cooperative work among instructional leaders and classroom teachers. | 4.67 | 0.56 | Strongly Agree | Very Highly Practiced |
| 2. The school head improves instructional practices, student achievement, and classroom management. | 4.72 | 0.48 | Strongly Agree | Very Highly Practiced |
| 3. The school head considers the specific needs and development of individual teachers. | 4.71 | 0.53 | Strongly Agree | Very Highly Practiced |
| 4. The school head analyses and makes judgments about teacher's instructional efficiency and effectiveness. | 4.72 | 0.46 | Strongly Agree | Very Highly Practiced |
| 5. The school head implements programs in the school that support the development of learners. | 4.69 | 0.52 | Strongly Agree | Very Highly Practiced |
| 6. The school head utilizes relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance. | 4.65 | 0.55 | Strongly Agree | Very Highly Practiced |
| 7. The school head utilizes available monitoring and evaluation processes and tools to promote learner achievement. | 4.76 | 0.44 | Strongly Agree | Very Highly Practiced |
| 8. The school head ensures school safety for disaster preparedness, mitigation, and resiliency to ensure continuous delivery of instruction. | 4.75 | 0.48 | Strongly Agree | Very Highly Practiced |
| 9. The school head manages emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel and other stakeholders. | 4.73 | 0.49 | Strongly Agree | Very Highly Practiced |
| 10. The school head oversees school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal. | 4.73 | 0.54 | Strongly Agree | Very Highly Practiced |
| Overall Mean | 4.71 | 0.51 | Strongly Agree | Very Highly Practiced |

Note: 4.20-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; 1.81-2.60 Less; 1.0-1.80 Very Less Practiced

Table 4 on the previous page discloses the School Administrators' Educational Supervision as to Administrative Monitoring. All ten indicators had an interpretation of Very Highly Practiced as shown by the Overall Mean of 4.73 with SD=0.49 which is described as Strongly Agree and interpreted as Very Highly Practiced. This suggests that the School Heads are doing their administrative and instructional functions through monitoring. Part of School Heads responsibilities is to manage the school entrusted to his supervision effectively. They do it through checking all the school's facilities. They ensure the safety of all of the things the school has. They should have leadership skills to make the school understand its priorities and goals. The more they look up to the learning and development. A strong leader who leads the organization toward achieving the school's mission, which revolves primarily around learning and development, is a significant factor in productive schools (Caballes & Panol, 2021).

Moreover, the indicator, Utilizes available monitoring and evaluation processes and tools to promote learners' achievement, got the Highest Mean of 4.76 with SD=0.44 which is described as Strongly Agree and interpreted as Highly Practiced. The Department of Education has Classroom Observation Tool used. This is a standard tool for classroom observation. However, School Heads can also use other tools which they believe can be helpful for the improvement of teaching and learning. This means that the School Heads guide the teachers on using possible assessment strategies to develop an objective assessment and evaluation of the

learners. This is based on the premise that assessment and evaluation strategies must be objective, and it can only be realized when teachers employ assessment tools appropriate to the characteristics of the learners (Navarro et al., 2019).

Lastly, the indicator, The school head promotes cooperative work among instructional leaders and classroom teachers, got the lowest Mean of 4.67 with SD=0.56 which is described as Strongly Agree and interpreted as Very Highly Practiced. This means that the teachers observed this educational supervision style of the School Heads. Perhaps classroom teachers are less aware that the collaboration in terms of instructional supervision is at the level of School Heads and the Master Teachers, and the involvement of classroom teachers in the supervisory aspect of the educational process is with the Master Teachers. It is one of the tasks of the Master Teachers to have classroom observation as well as giving of technical assistance to teachers to improve teaching and learning. The study by Alshehri (2019) supports this claim stressing that the level of supervisors' practice of the collaborative approach was shown to be typical "sometimes." This means that the collaborative approach comes next after the directive approach, as most frequently used by supervisors.

Table 5 on the next page summarizes administrators' educational supervision practices. It can be gleaned from the table that all the dimensions of educational supervision practices obtained a description of Strongly Agree and interpreted as Very Highly Practiced. It has Overall Mean of 4.73 with SD=0.49 which is described as Strongly Agree and interpreted as Very Highly Practiced. This means that the school administrators employed an eclectic approach in their educational supervision to teachers. Further, this suggests that all the supervision practices of the school administrators effectively enhance the quality of teaching-learning outcomes. In addition, the school administrators allow for democratic sharing in an attempt to solve instructional challenges (Allida et al., 2019).

Table 5
Summary of *School Administrators' Educational Supervision Practices*

| Indicators | Mean | SD | Description | Interpretation |
|------------------------------------|-------------|-------------|-----------------------|------------------------------|
| Clinical Supervision | 4.77 | 0.46 | Strongly Agree | Very Highly Practiced |
| Cooperative Professional Education | 4.68 | 0.52 | Strongly Agree | Very Highly Practiced |
| Self-directed Development | 4.76 | 0.45 | Strongly Agree | Very Highly Practiced |
| Administrative Monitoring | 4.71 | 0.51 | Strongly Agree | Very Highly Practiced |
| Overall Mean | 4.73 | 0.49 | Strongly Agree | Very Highly Practiced |

Note: 4.20-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; 1.81-2.60 Less; 1.0-1.80 Very Less Practiced

Furthermore, Clinical Supervision, got the Highest Mean of 4.77 with SD=0.46 which is described as Strongly Agree and interpreted as Very Highly Practiced. This means that the school heads practice to a very high extent the clinical supervision in which the school heads coaches novice teachers and even teachers who have been in the profession for quite some time for them to improve their instructional practices that will rebound to quality learning outcomes (Tustin, 2022). Clinical Supervision is very important to be done by School Heads to improve the new teachers professionally. They can also ask the Master Teacher to assist them. The purpose is not only for teachers but the main reason if for the students to improve their learning and academic performance as a whole.

On the other hand, the Cooperative Professional Education, obtained the Lowest Mean of 4.68 with SD=0.46 which is described as Strongly Agree and interpreted as Very Highly Practiced. Though it has the lowest mean, but still it is interpreted as Very Highly Practiced. This means that School Heads do cooperative and collaborative learning with teachers. It is a professional dialogue on curriculum development, peer supervision, peer coaching and many things which could improve the teachers. Further, this can be attributed to the fact that cooperative professional education requires collaboration. According to Alshehri (2019), it is where the school head and the teacher exchange ideas and agree upon a course of action. The supervisor, in

this approach, encourages teachers to express their perceptions and ideas. Supervisors also honestly present their views.

Problem 2. What is the teachers' level of work performance as measured through their IPCRF for SY 2021-2022?

Table 6
Teachers' Performance

| Categories | Frequency | Percentage | Mean | SD | Interpretation |
|-------------------|-----------|------------|------|------|----------------|
| Outstanding | 87 | 67.97 | | | |
| Very Satisfactory | 41 | 32.03 | 4.55 | 0.32 | Outstanding |

Note: 4.50-5.0 Outstanding; 3.50-4.49 Very Satisfactory; 2.5-3.49 Satisfactory; 1.5-2.49 Unsatisfactory; 1.0-1.49 Poor

Table 6 discloses the teacher's level of performance as measured by their IPCRF during the School Year 2021-2022. It can be gleaned from the table that the majority, 87 or 67.97 percent, of the teachers have Outstanding performance, and 41 or 32.03 percent have Very Satisfactory performance. Moreover, on average, the teachers have Outstanding performance, as revealed by the Overall Mean rating of 4.55 with a standard deviation of 0.32, which is interpreted as Outstanding. This means that teachers are doing well in their performance. This implies that teachers know their tasks as teachers. This would also mean that teachers are following their School Heads technical assistance, professional guidance and coaching.

Furthermore, Daing and Mustapha (2023) described it as teachers that deliver the instruction in the classroom, have expertise in curriculum and teaching, and have mastered a substantive body of knowledge.

Problem 3. Is there a significant relationship between school administrators' level of educational supervision practices and teachers' performance?

Table 7
Correlation Analysis Between Administrators' Level of Educational Supervision

| Variable | r-value | p-value | Decision on Ho | Interpretation |
|------------------------------------|---------|---------|----------------|-----------------|
| Clinical Supervision | 0.723** | 0.032 | Reject | Significant |
| Cooperative Professional Education | 0.082 | 0.357 | Accept | Not Significant |
| Self-directed Development | 0.033 | 0.712 | Accept | Not Significant |
| Administrative Monitoring | 0.100 | 0.264 | Accept | Not Significant |

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 7 reflects the correlation analysis between administrators' levels of educational supervision and teachers performance. It can be discerned from the table that Clinical Supervision is statistically related to Teachers' Performance, as disclosed by the r-value and p-value=0.032<0.05. Further, Clinical Supervision has a strong positive association with the teachers' teaching performance. Moreover, the higher the practice of the school administrators of this style of educational supervision, the higher the teachers' work performance. This finding collaborates with the results of the study conducted by (Kayikci et al., 2017), stressing that clinical supervision increases individual consciousness, personal and professional competencies, and teachers' self-confidence. It causes an increase in job satisfaction. It decreases teachers' organizational burnout levels, resulting in better teaching performance. Therefore, the null hypothesis is rejected on this premise. Thus, clinical supervision is statistically associated with the teachers' performance.

In addition, based on the findings of the study conducted by Chidi & Victor (2017), it was concluded that there was a significant relationship between School Heads' supervisory techniques and teachers' performance. Thus, regular supervision of teachers and provision of the necessary professional guidance has a positive influence on teachers' performance.

On the other hand, Cooperative Professional Education with r -value=0.082 and p -value=0.357>0.05; Self-directed Development with r -value=0.033 and p -value=0.712>0.05; and Administrative Monitoring with r -value=0.100 and p -value=0.264>0.05 are not statistically associated with the work performance of the teachers. Thus, the null hypothesis is accepted for this reason. The findings imply that the educational supervision practices of the school administrators are not significantly associated with the teachers' performance.

4. Conclusions and Recommendations

Based on the significant findings of the study, the following conclusions are drawn:

1. The school administrators practiced all four supervisory practices in monitoring, assessing, and assisting teachers through guidance, direction, stimulation, or other development activities to develop and improve the teaching and learning process.
2. The teachers are very efficient in their performance, as disclosed by their IPCRF rating, which is Outstanding.
3. Clinical supervision strongly correlates positively with the teachers' performance. Therefore the null hypothesis is rejected. The higher the practice of clinical supervision, the higher the teachers' performance.

From the significant findings and conclusions of the study, the following are offered:

1. Periodic or regular classroom observation of teachers may be implemented by the School Heads or Master Teachers to make the teachers feel that they are being monitored and proper guidance and assistance can be extended to enhance their teaching performance. More so, Cooperative Professional Education is encouraged to be practiced by school administrators and may capitalize the expertise of Master Teachers to mentor neophyte teachers.
2. Teachers who are already at an Outstanding level of work performance may coach and guide the teachers who are below their performance. Moreover, teachers at a Very Satisfactory level can benchmark from the best practices of the teachers who are already at the Outstanding level.
3. School administrators are encouraged to continue using various educational supervision practices, especially clinical supervision; hence, this is statistically related to the teachers' work performance.

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