

# Exploring the Influence of School Heads' Instructional Supervision on Teachers' Efficacy and Performance

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## Abstract

This study aimed to investigate the relationship between School Heads' Instructional Supervision and teacher efficacy and performance in the Division of Laguna. Specific objectives included assessing the levels of instructional supervision in terms of monitoring, coaching, pedagogical improvement, content enhancement, and teachers' collegiality; the dependent variables which includes teachers' efficacy namely: classroom management, instructional strategies, students' engagement, adaptability, flexibility; and teachers' performance which include Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Personal Growth and Professional Development. It also determines the significant relationships between instructional supervision to teacher's efficacy and instructional supervision to teachers' performance.

The descriptive survey method was employed, utilizing questionnaires as the primary tool for data collection. The study involved 273 teachers from all Cluster II public secondary schools in the Division of Laguna.

The study revealed very high perceptions of School Heads' Instructional Supervision across dimensions such as monitoring, coaching, pedagogical improvement, content enhancement, and teacher collegiality. Additionally, teachers reported very high levels of efficacy in areas including classroom management, instructional strategies, student engagement, adaptability, and flexibility. Moreover, teacher performance across various domains, including content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development, was found to be very high. Statistical analysis indicated significant relationships between School Heads' Instructional Supervision and both teacher efficacy and performance, with moderate to strong correlation coefficients.

The study concludes that there is a significant relationship between School Heads' Instructional Supervision and teacher efficacy, as well as between instructional supervision and teacher performance. The null hypotheses regarding these relationships were rejected, affirming the presence of significant associations.

Collaborative supervision with ongoing dialogue and joint problem-solving is recommended for school heads to adopt. This approach fosters a culture of trust and mutual respect, enabling teachers to feel supported in their professional growth. Regular feedback systems should be put in place, with actionable feedback given to help teachers grow in their areas of strength and address areas for improvement. The educational leaders were able to draw initiative and enthusiasm from the teachers to perform various tasks and nurture a climate of openness and trust to increase the organization's performance. (Mendoza & Lyrma, 2020) It is crucial to monitor and evaluate the effectiveness of instructional supervision practices. Data on supervision activities, teacher perceptions, student outcomes, and school improvement should be collected to inform improvement efforts.

Teachers have the authority to refine their teaching methods, adaptability, and engagement, benefiting their students' learning experiences. This empowers educators to evolve their pedagogical approaches and remain responsive to their students' diverse needs and preferences. The Department of Education can plan effective in-service training for teachers on instructional supervision and motivation. This study can also be used to analyze and improve school heads' instructional supervision on teachers' efficacy and performance using different variables and research designs.

Keywords: Efficacy; Performance; Supervision

## 1. Introduction

One of the primary roles of school heads is to coach and oversee teachers' teaching performance. According to Republic Act No. 9155 Sec.7. E. Governance of Basic Education, the school head must serve as both an instructional leader and an administrative manager in the school; encourages principals to focus their efforts on instructional leadership this includes coaching and monitoring teachers' instructional delivery.

In the dynamic landscape of education, the role of school heads as instructional leaders is pivotal in shaping the professional growth and effectiveness of teachers. Instructional supervision, as a key function of school leadership, plays a significant role in enhancing teachers' efficacy and performance (Hoy & Miskel, 2013). One of the main ways in which school heads' instructional supervision influences teachers' efficacy is by fostering a culture of professional growth and development. When school heads effectively supervise teachers, they provide constructive feedback, offer professional development opportunities, and create a supportive environment where teachers feel empowered to take risks and improve their instructional techniques

In contemporary educational settings, the role of school heads as instructional leaders is pivotal in shaping the professional development and effectiveness of teachers. Instructional supervision, as a core responsibility of school leadership, plays a crucial role in influencing teachers' efficacy and performance (Tschannen-Moran & Hoy, 2016).

Effective instructional supervision involves a range of strategies and practices employed by school heads to support and enhance teaching practices within their institutions (Marzano, 2019). It encompasses activities such as classroom observations, feedback provision, professional development facilitation, and fostering a culture of continuous improvement among teachers (Harris & Muijs, 2016). Through these mechanisms, school heads aim to cultivate a supportive and growth-oriented environment that empowers teachers to excel in their roles.

Teacher efficacy, defined as teachers' belief in their capability to positively influence student learning outcomes, is closely intertwined with the quality of instructional supervision provided by school heads (Tschannen-Moran & Hoy, 2016). When teachers perceive their school leaders as effective supervisors who provide meaningful feedback and support, they are more likely to experience heightened levels of efficacy (Hoy & Davis, 2019). Consequently, teachers with high efficacy levels demonstrate increased motivation, commitment, and resilience in their teaching practices. The proponents conducted this study because she believed that the data gathered from the educators who are the recipients and implementers in exploring the influence of school heads' instructional supervision on teacher's efficacy and performance.

### 1.1 Statement of the problem

Specifically, it sought answers to the following questions:

1. What is the level of school heads' instructional supervision in terms of:
  - 1.1. Monitoring;
  - 1.2. Coaching;
  - 1.3. Pedagogical Improvement;
  - 1.4. Content Enhancement; and
  - 1.5. Teachers Collegiality?

2. What is the level of teacher's efficacy in terms of:

- 2.1. Classroom Management;
- 2.2. Instructional Strategies;
- 2.3. Student Engagement;
- 2.4. Adaptability; and
- 2.5. Flexibility?

3. What is the level of teachers' performance in terms of:

- 3.1. Content Knowledge and Pedagogy;
- 3.2. Learning Environment and Diversity of Learners;
- 3.3. Curriculum and Planning;
- 3.4. Assessment and Reporting; and
- 3.5. Personal Growth and Professional Development?

4. Is there a significant relationship between school heads instructional supervision and teacher's efficacy?

5. Is there a significant relationship between school heads instructional supervision and teachers' performance?

6. What proposed program can be undertaken for teachers' professional development?

## 1. Methodology

This study used the descriptive-quantitative research method. This is a preferred method because it is objective in data collection, quantifies variables, and describes phenomena using numbers to characterize them.

Siedlecki (2020) asserts that concept, variables, and hypotheses are chosen before the study begins and remain fixed throughout the study in a static design. McMillan and Schumacher (2014) quantitative methodology use a deductive form of logic where theories and hypotheses are tested for cause and effect..

## 2. Results and Discussion

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The study aims to determine the School Heads' Instructional Supervision and its relation on teacher's efficacy and Performance in the Division of Laguna

### Level of school heads' instructional supervision

Table 1 shows the Level of school heads' instructional supervision in terms of Monitoring, Coaching, Pedagogical Improvement, Content Enhancement and Teachers Collegiality and was statistically measured by mean and standard deviation.

**Table 1. Level of school heads' instructional supervision in terms of Monitoring**

<i>My School head...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritizes regular classroom	3.72	0.52	Highly Observable

observations to assess teaching methods and student engagement			
2. implements a comprehensive evaluation system, encompassing both academic and extracurricular activities	3.68	0.54	Highly Observable
3. maintains open communication channels with teachers to provide guidance and support in enhancing classroom practices	3.65	0.61	Highly Observable
4. fosters a culture of continuous professional development among educators through workshops and training sessions	3.66	0.54	Highly Observable
5. encourages innovations in teaching methodologies while ensuring alignment with educational standards	3.70	0.55	Highly Observable
6. establishes clear monitoring protocols to ensure consistency and fairness in evaluations across all departments.	3.66	0.55	Highly Observable
7. engages students in the monitoring process by seeking their feedback and perspectives on educational experiences	3.63	0.56	Highly Observable
<b>Weighted Mean</b>		3.67	
<b>SD</b>		0.48	
<b>Verbal Interpretation</b>		Very High	

Table 1 presents the Level of school heads' instructional supervision in terms of Monitoring. Teachers consistently observed that school heads play a high emphasis in conducting regular classroom observations to assess teaching methods and student engagement ( $M=3.72$ ,  $SD=0.52$ ). Furthermore, school head actively engages students in the monitoring process by seeking their feedback and perspectives on educational experiences ( $M=3.63$ ,  $SD=0.56$ ).

The Level of school heads' instructional supervision in terms of Monitoring attained a weighted mean score of 3.67 and a standard deviation of 0.48 and was Very High among the respondents. This means that instructional supervision of school heads promotes effective teaching practices to improve student outcome and monitoring high standard of education within the school community.

**Table 2. Level of school heads' instructional supervision in terms of Coaching**

<i>My School head...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritizes individualized coaching sessions to support teachers in their professional growth	3.59	0.61	Highly Observable
2. invests in skilled coaches who specialize in various subjects	3.56	0.60	Highly Observable
3. advocates for a coaching culture that encourages collaborative learning and constructive feedback	3.59	0.60	Highly Observable

among educators.

4. ensures that coaching sessions are tailored to meet the specific needs and goals of each teacher

3.60

0.59

Highly Observable

5. facilitates ongoing training for coaches to stay updated with the latest teaching methodologies and educational trends

3.62

0.59

Highly Observable

6. integrates coaching as a pivotal component of the school's professional development framework.

3.63

0.59

Highly Observable

7. recognizes and celebrates the impact of coaching on teacher morale, student performance, and overall school success.

3.60

0.57

Highly Observable

**Weighted Mean**

3.60

**SD**

0.53

**Verbal Interpretation**

Very High

Table 2 presents the Level of school heads' instructional supervision in terms of Coaching. As observed, school head integrates coaching as a pivotal component of the school's professional development framework ( $M=3.63$ ,  $SD=0.59$ ). Consequently, school head invests in skilled coaches who specialize in various subjects" received the lowest mean score of responses with ( $M=3.56$ ,  $SD=0.60$ ).

The Level of school heads' instructional supervision in terms of Coaching attained a weighted mean score of 3.60 and a standard deviation of 0.53 and was Very High among the respondents. This means that school heads mentored effectively and has the capacity to coach promoting educational improvement of the school.

Coaching plays a pivotal role in enhancing teaching quality and student learning outcomes. Within this realm, coaching has emerged as a powerful tool for professional development, with school principals increasingly adopting the role of instructional coaches to support teacher growth.

**Table 3. Level of school heads' instructional supervision in terms of Pedagogical Improvement**

<i>My School head...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritizes ongoing pedagogical improvement through comprehensive curriculum reviews and updates	3.64	0.52	Highly Observable
2. encourages the integrations of innovative teaching methods and technology to enhance student engagement and learning outcomes	3.69	0.50	Highly Observable
3. facilitates regular professional development workshops aimed at refining teaching strategies and approaches	3.61	0.55	Highly Observable
4. advocates for a student-centered approach, tailoring pedagogy to meet diverse learning needs.	3.62	0.53	Highly Observable
5. fosters a culture of collaboration	3.64	0.52	Highly Observable

among educators, promoting the sharing of best practices for pedagogical advancement

6. seeks feedback from teachers and students to identify areas for pedagogical enhancement actively

3.62

0.54

Highly Observable

7. provides resources and supports for educators to experiment with new pedagogical techniques in their classrooms

3.63

0.53

Highly Observable

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**Weighted Mean**

3.64

**SD**

0.46

**Verbal Interpretation**

Very High

Table 3 presents Level of school heads' instructional supervision in terms of Pedagogical Improvement. The institution observed that school head encourages the integrations of innovative teaching methods and technology to enhance student engagement and learning outcomes (M=3.69, SD=0.50). Furthermore, school head consistently facilitates regular professional development workshops aimed at refining teaching strategies and approaches (M=3.61, SD=0.55).

The Level of school heads' instructional supervision in terms of Pedagogical Improvement attained a weighted mean score of 3.64 and a standard deviation of 0.56 and was Very High among the respondents. This means that the school heads consistently monitor the pedagogical improvement of the school and has the empower the school by different strategies and techniques that would benefit all components of the institution.

**Table 4. Level of school heads' instructional supervision in terms of Content Enhancement**

<i>My School head...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritizes continuous review and enrichment of the curriculum to ensure its relevance and depth	3.63	0.54	Highly Observable
2. allocates resources for the development and acquisition of updated educational materials and resources	3.59	0.59	Highly Observable
3. encourages teachers to integrate diverse perspectives and current events into the curriculum content	3.61	0.54	Highly Observable
4. supports the creations of interdisciplinary connections within the curriculum to foster holistic learning	3.63	0.54	Highly Observable
5. collaborates with subject experts and educational specialists to enrich content and ensure alignment with standards.	3.64	0.56	Highly Observable
6. promotes the use of multimedia resources and technology to enhance content delivery and engagement	3.64	0.55	Highly Observable
7. recognizes and celebrates teachers who innovate in enhancing content delivery, leading to enriched learning	3.61	0.58	Highly Observable

experiences for students

<b>Weighted Mean</b>	3.62
<b>SD</b>	0.49
<b>Verbal Interpretation</b>	Very High

Table 4 presents Level of school heads' instructional supervision in terms of Content Enhancement. The teacher regularly observed that school heads collaborate with subject experts and educational specialists to enrich content and ensure alignment with standards and promotes the use of multimedia resources and technology to enhance content delivery and engagement ( $M=3.64$ ,  $SD=0.56$ ). Consequently, the school head allocates resources for the development and acquisition of updated educational materials and resources ( $M=3.59$ ,  $SD=0.59$ ).

The Level of school heads' instructional supervision in terms of Content Enhancement attained a weighted mean score of 3.62 and a standard deviation of 0.49 and was Very High among the respondents. This denotes that school head instructional supervision generate effective content enhancement that promotes effective results on school betterment.

**Table 5. Level of school heads' instructional supervision in terms of Teachers Collegiality**

<i>My School head...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritizes fostering a culture of collaboration and mutual support among teachers	3.69	0.51	Highly Observable
2. encourages regular team-building activities and professional forums to strengthen collegial bonds	3.63	0.58	Highly Observable
3. facilitates opportunities for cross-departmental collaboration and sharing of best practices	3.53	0.61	Highly Observable
4. organizes mentorship programs to encourage experienced teachers to support newer colleagues	3.60	0.60	Highly Observable
5. creates platforms for teachers to share resources, lesson plans, and effective teaching strategies	3.61	0.58	Highly Observable
6. encourages peer observations and constructive feedback sessions to promote continuous improvement	3.59	0.61	Highly Observable
7. establishes communication channels that facilitate easy exchange of ideas and professional dialogue among educators	3.60	0.55	Highly Observable
<b>Weighted Mean</b>	3.61		
<b>SD</b>	0.50		
<b>Verbal Interpretation</b>	Very High		

Table 5 presents Level of school heads' instructional supervision in terms of Teachers Collegiality. The school heads prioritize fostering a culture of collaboration and mutual support among teachers ( $M=3.69$ ,  $SD=0.51$ ). Furthermore, teacher observed that school head facilitates, opportunities for cross-departmental collaboration and sharing of best practices ( $M=3.53$ ,  $SD=0.61$ ).

The Level of school heads' instructional supervision in terms of Teachers Collegiality attained a weighted mean score of 3.61 and a standard deviation of 0.50 and was Very High among the respondents. This



denotes that school heads can encourage collaborative lesson planning, peer observations, and feedback sessions, where teachers learn from each other's experiences and expertise.

### Level of teacher's efficacy

Table 6 shows the level of teacher's efficacy in terms of Classroom Management, Instructional Strategies, Student Engagement, Adaptability and Flexibility and was statistically measured by mean and standard deviation.

**Table 6. Level of teacher's efficacy in terms of Classroom Management**

<i>As a teacher I...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritize creating a positive and conducive learning environment through effective classroom management strategies.	3.79	0.42	Highly Observable
2. establish clear and consistent behavior expectations communicated to both teachers and students	3.74	0.46	Highly Observable
3. support teachers in implementing proactive classroom management techniques that prevent disruptions	3.73	0.46	Highly Observable
4. encourage the use of positive reinforcement and relationship-building to cultivate a respectful classroom atmosphere	3.74	0.45	Highly Observable
5. implement support structures for teachers to address individual student needs within the classroom setting	3.70	0.48	Highly Observable
6. emphasize the importance of engagement and differentiated instruction as part of effective classroom management	3.73	0.45	Highly Observable
7. collaborate with teachers to create and maintain a safe and inclusive learning environment for all students	3.71	0.47	Highly Observable
<b>Weighted Mean</b>		3.73	
<b>SD</b>		0.37	
<b>Verbal Interpretation</b>		Very High	

Table 6 presents the Level of teacher's efficacy in terms of Classroom Management. Teachers prioritize creating a positive and conducive learning environment through effective classroom management strategies ( $M=3.79$ ,  $SD=0.42$ ). Moreover, teachers implement support structures for them to address individual student needs within the classroom setting ( $M=3.70$ ,  $SD=0.48$ ).

The Level of teacher's efficacy in terms of Classroom Management attained a weighted mean score of 3.73 and a standard deviation of 0.37 and was Very High among the respondents. This means that teachers with high self-efficacy in classroom management are more likely to possess effective behavior management skills. They are confident in their ability to establish and maintain a positive and orderly classroom environment.

**Table 7 Level of teacher's efficacy in terms of Instructional Strategies**

<i>As a teacher I...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritize regular instructional	3.72	0.47	Highly Observable



supervision to ensure the quality of teaching meets established standards			
2. provide constructive feedback and guidance to teachers to improve instructional practices	3.69	0.50	Highly Observable
3. employ a collaborative approach in instructional supervision, fostering a culture of continuous improvement	3.70	0.48	Highly Observable
4. use data-driven insights to identify areas of strength and areas needing improvement in instructional delivery	3.70	0.50	Highly Observable
5. offer professional development opportunities tailored to address specific instructional needs identified during supervision	3.64	0.51	Highly Observable
6. facilitate peer-to-peer observation and feedback sessions as part of instructional supervision initiatives.	3.64	0.53	Highly Observable
7. support the integration of innovative teaching methods identified during supervision into the broader teaching practices	3.68	0.50	Highly Observable
<b>Weighted Mean</b>		3.68	
<b>SD</b>		0.42	
<b>Verbal Interpretation</b>		Very High	

Table 7 presents the Level of teacher's efficacy in terms of Instructional Strategies. Teachers prioritize regular instructional supervision to ensure the quality of teaching meets established standards ( $M=3.72$ ,  $SD=0.47$ ). Furthermore, teachers offer professional development opportunities tailored to address specific instructional needs identified during supervision and facilitate peer-to-peer observation and feedback sessions as part of instructional supervision initiatives ( $M=3.64$ ,  $SD=0.53$ ).

The Level of teacher's efficacy in terms of Instructional Strategies attained a weighted mean score of 3.68 and a standard deviation of 0.42 and was Very High among the respondents. This means that teachers' self-efficacy in instructional strategies influences student engagement and motivation. When teachers believe in their capacity to deliver engaging and meaningful lessons, they are more likely to design activities that capture students' interest and foster active participation.

By prioritizing regular instructional supervision and offering tailored professional development opportunities, teachers demonstrate a proactive approach to improve their instructional practices and promoting student learning outcomes.

**Table 8. Level of teacher's efficacy in terms of Student Engagement**

<i>As a teacher I...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritize creating a dynamic learning environment that fosters active student engagement	3.73	0.49	Highly Observable
2. encourage varied instructional methods to cater to diverse learning styles, ensuring higher levels of student involvement	3.72	0.49	Highly Observable

3. promote interactive and participatory classroom activities to stimulate student interest and curiosity	3.71	0.49	Highly Observable
4. support teachers in incorporating technology and multimedia tools to enhance student engagement.	3.70	0.50	Highly Observable
5. emphasize the importance of building positive teacher-student relationships as a foundation for increased engagement.	3.71	0.49	Highly Observable
6. encourage extracurricular activities and clubs that cater to diverse student interests and passions.	3.64	0.51	Highly Observable
7. foster a culture of inclusivity, ensuring that every student feels valued and engaged in the learning process.	3.69	0.49	Highly Observable
<b>Weighted Mean</b>	3.70		
<b>SD</b>	0.42		
<b>Verbal Interpretation</b>	Very High		

Table 8 presents the Level of teacher's efficacy in terms of Student Engagement. Teachers prioritize creating a dynamic learning environment that fosters active student engagement ( $M=3.73$ ,  $SD=0.49$ ). Moreover, "clubs that cater to diverse student interests and passions." received the lowest mean score of responses with ( $M=3.64$ ,  $SD=0.51$ ).

The Level of teacher's efficacy in terms of Student Engagement attained a weighted mean score of 3.70 and a standard deviation of 0.42 and was Very High among the respondents. This denotes that teachers with strong efficacy in student engagement are better equipped to manage their classrooms effectively. They believe in their ability to create a positive and inclusive learning environment where students feel motivated to participate actively.

Teacher efficacy is a key determinant of student engagement, influencing the quality of instructional practices and classroom climates. By understanding the factors shaping teacher efficacy and providing targeted support through professional development, educators can foster student engagement effectively, leading to improved learning outcomes and academic success.

**Table 9. Level of teacher's efficacy in terms of Adaptability**

<i>As a teacher I...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritize fostering a culture of adaptability to respond effectively to changing educational landscapes	3.61	0.50	Highly Observable
2. promote openness to new methodologies and approaches	3.61	0.50	Highly Observable
3. support professional development that emphasizes adaptability and flexibility in teaching practices	3.69	0.49	Highly Observable
4. facilitate regular assessments and adjustments to the curriculum to meet evolving educational needs.	3.65	0.51	Highly Observable

5. encourage teachers to personalize learning experiences to accommodate diverse student needs and learning styles	3.64	0.52	Highly Observable
6. lead by example, showcasing adaptability in decision-making and responding proactively to challenges	3.65	0.49	Highly Observable
7. promote collaboration and sharing of best practices among educators to foster collective adaptability.	3.64	0.51	Highly Observable
<b>Weighted Mean</b>	<b>3.64</b>		
<b>SD</b>	<b>0.42</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 9 presents the Level of teacher's efficacy in terms of Adaptability. Teachers consistently support professional development that emphasizes adaptability and flexibility in teaching practice ( $M=3.69$ ,  $SD=0.49$ ). Moreover, teachers prioritize fostering a culture of adaptability to respond effectively to changing educational landscapes and promote openness to new methodologies and approaches ( $M=3.61$ ,  $SD=0.50$ ).

The Level of teacher's efficacy in terms of Adaptability attained a weighted mean score of 3.64 and a standard deviation of 0.42 and was Very High among the respondents. This means that teachers with high efficacy in adaptability are better equipped to respond to the diverse needs of learners in their classrooms. They believe in their ability to modify instruction, provide additional support, or offer alternative learning opportunities to accommodate students with varying abilities, learning styles, and backgrounds.

By understanding the factors shaping teacher efficacy and providing targeted support through professional development and supportive school environments, educators can cultivate adaptive teaching practices that enhance student learning outcomes.

**Table 10. Presents the Level of teacher's efficacy in terms of Flexibility.**

<i>As a teacher I...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. encourage teachers to be flexible in their instructional approaches, adapting to students' varying paces and styles of learning	3.66	0.48	Highly Observable
2. support the implementation of flexible learning environments	3.67	0.49	Highly Observable
3. promote the use of versatile teaching resources and materials that allow for 4. quick adjustments in response to changing educational requirements	3.68	0.49	Highly Observable
4. encourage open-mindedness and creativity in problem-solving to address unexpected challenges	3.68	0.48	Highly Observable
5. collaborate with teachers to develop flexible assessment strategies that accurately measure student progress in diverse learning scenarios	3.66	0.50	Highly Observable
6. recognize and celebrate instances where flexibility in teaching	3.63	0.51	Highly Observable

methodologies has positively impacted student engagement and learning outcomes

7. actively seek feedback from stakeholders to continuously refine and improve the flexibility of educational approaches within the school community.

3.66

0.53

Highly Observable

**Weighted Mean**

3.66

**SD**

0.40

**Verbal Interpretation**

Very High

Teachers consistently promote the use of versatile teaching resources and materials that allow for quick adjustments in response to changing educational requirements and encourage open-mindedness and creativity in problem-solving to address unexpected challenges ( $M=3.68$ ,  $SD=0.49$ ). Moreover, teachers recognize and celebrate instances where flexibility in teaching methodologies has positively impacted student engagement and learning outcomes ( $M=3.63$ ,  $SD=0.51$ ). 10. Level of teacher's self-efficacy in terms of Flexibility

The Level of teacher's efficacy in terms of Flexibility attained a weighted mean score of 3.66 and a standard deviation of 0.40 and was Very High among the respondents. This means that teachers with high efficacy in flexibility are better prepared to respond to changing conditions in the classroom or educational context. They believe in their ability to adapt quickly to unexpected events, such as technology failures, schedule changes, or disruptions, without compromising the quality of instruction.

Teacher efficacy is a critical factor in fostering flexibility in instruction, enabling teachers to adapt their practices to meet the diverse needs of students effectively. By understanding the factors shaping teacher efficacy and providing targeted support through professional development and supportive school environments, educators can cultivate flexible teaching practices that enhance student learning outcomes.

#### **Level of teachers' performance**

**Table 11. Level of teachers' performance in terms of Content Knowledge and Pedagogy**

<i>As a teacher I...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritize ensuring teachers possess strong content knowledge aligned with curriculum standards	3.70	0.49	Highly Observable
2. advocate for continuous professional development to deepen teachers' content expertise	3.68	0.49	Highly Observable
3. emphasize the integration of pedagogical techniques that align with the latest content knowledge in various subjects	3.66	0.50	Highly Observable
4. support collaborative planning sessions where teachers combine content knowledge with effective pedagogical strategies	3.68	0.50	Highly Observable
5. facilitate workshops and seminars that update teachers on new content discoveries and innovative pedagogical methodologies	3.60	0.55	Highly Observable
6. encourage educators to adapt their pedagogical approaches based on the	3.64	0.52	Highly Observable

evolving content knowledge and educational research			
7. evaluate teaching practices to ensure the effective integration of content knowledge and pedagogical strategies	3.66	0.50	Highly Observable
<b>Weighted Mean</b>		3.66	
<b>SD</b>		0.42	
<b>Verbal Interpretation</b>		Very High	

Table 11 shows the level of teachers' performance in terms of Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting and Personal Growth and Development and was statistically measured by mean and standard deviation.

Table 11 presents the Level of teachers' performance in terms of Content Knowledge and Pedagogy. Teachers prioritize ensuring teachers possess strong content knowledge aligned with curriculum standards (M=3.70, SD=0.49). Furthermore, teachers consistently, facilitate workshops and seminars that update teachers on new content discoveries and innovative pedagogical methodologies (M=3.60, SD=0.55).

The Level of teachers' performance in terms of Content Knowledge and Pedagogy attained a weighted mean score of 3.66 and a standard deviation of 0.42 and was Very High among the respondents. This denotes that teachers

who excel in content knowledge and pedagogy can engage students more effectively in the learning process. They use a variety of instructional strategies and techniques to promote active participation, critical thinking, and deeper understanding of the subject matter.

Teacher performance in both content knowledge and pedagogy plays a pivotal role in shaping student achievement. This review examines the relationship between these two facets of teacher competence, drawing insights from empirical studies and theoretical frameworks.

**Table 12. Level of teachers' performance in terms of Learning Environment and Diversity of Learners**

<i>As a teacher I...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritize cultivating an inclusive learning environment that embraces and celebrates the diversity of all learners	3.69	0.49	Highly Observable
2. advocate for creating safe, supportive, and culturally responsive classrooms to accommodate diverse learning styles and backgrounds	3.71	0.49	Highly Observable
3. promote initiatives that foster respect, empathy, and understanding among students of different backgrounds within the learning environment	3.76	0.90	Highly Observable
4. support the implementation of inclusive curriculum and teaching materials that represent diverse perspectives and cultures	3.64	0.50	Highly Observable
5. provide professional development opportunities focused on culturally responsive teaching practices to	3.63	0.53	Highly Observable

better address the needs of diverse learners			
6. collaborate with families and communities to create a cohesive and supportive environment for all students	3.63	0.53	Highly Observable
7. allocate resources to support specialized programs and services that cater to the unique needs of diverse learners	3.63	0.53	Highly Observable
<b>Weighted Mean</b>		3.67	
<b>SD</b>		0.50	
<b>Verbal Interpretation</b>		Very High	

Table 12 presents the Level of teachers' performance in terms of Learning Environment and Diversity of Learners. Teachers promote initiatives that foster respect, empathy, and understanding among students of different backgrounds within the learning environment ( $M=3.76$ ,  $SD=0.90$ ). Furthermore teachers regularly provide professional development opportunities focused on culturally responsive teaching practices to better address the needs of diverse learners, collaborate with families and communities to create a cohesive and supportive environment for all students and allocate resources to support specialized programs and services that cater to the unique needs of diverse learners ( $M=3.63$ ,  $SD=0.53$ ).

The Level of teachers' performance in terms of Learning Environment and Diversity of Learners attained a weighted mean score of 3.67 and a standard deviation of 0.50 and was Very High among the respondents. This means that the quality of the learning environment directly impacts student engagement and motivation. Teachers who cultivate a positive and stimulating learning environment inspire curiosity, creativity, and a desire for learning among their students. They create opportunities for active participation, collaboration, and exploration, fostering a love of learning that extends beyond the classroom.

Teacher performance plays a crucial role in shaping the learning environment and addressing the diverse needs of students. This review explores the relationship between teacher performance, classroom atmosphere, and the support provided to learners from varied backgrounds.

**Table 13. Level of teachers' performance in terms of Curriculum and Planning**

<i>As a teacher I...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. prioritize the development of a well-rounded, comprehensive curriculum that aligns with educational standards and goals	3.63	0.52	Highly Observable
2. advocate for a dynamic curriculum that integrates interdisciplinary connections and real-world applications	3.61	0.52	Highly Observable
3. support teachers in effective lesson planning, ensuring alignment with the established curriculum	3.69	0.50	Highly Observable
4. facilitate regular reviews and updates of the curriculum to reflect emerging trends, technological advancements, and societal changes	3.63	0.54	Highly Observable
5. allocate resources and training	3.62	0.54	Highly Observable

opportunities to assist teachers in implementing the curriculum effectively

6. promote the use of innovative teaching approaches that complement the curriculum's objectives.

3.62

0.52

Highly Observable

7. encourage my co-teachers to personalize learning experiences within the curriculum to accommodate diverse student learning styles

3.61

0.53

Highly Observable

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**Weighted Mean**

3.67

**SD**

0.50

**Verbal Interpretation**

Very High

Table 13 presents the Level of teachers' performance in terms of Curriculum and Planning. Teachers support effective lesson planning, ensuring alignment with the established curriculum ( $M=3.69$ ,  $SD=0.50$ ). Moreover, teachers advocate for a dynamic curriculum that integrates interdisciplinary connections and real-world applications and personalize learning experiences within the curriculum to accommodate diverse student learning styles ( $M=3.61$ ,  $SD=0.52$ ).

The Level of teachers' performance in terms of Curriculum and Planning attained a weighted mean score of 3.63 and a standard deviation of 0.45 and was Very High among the respondents. This denotes that teachers who plan effectively allocate and utilize instructional resources efficiently to support the implementation of the curriculum. They identify and leverage a range of materials, technologies, and learning resources to enhance teaching and learning experiences, maximizing opportunities for student engagement and success. Teacher performance is a critical factor in the successful planning and implementation of curriculum. This review examines the relationship between teacher performance and curriculum development, drawing insights from empirical studies and theoretical frameworks.

By employing effective strategies, collaborating with colleagues, and adapting curriculum to meet diverse learner needs, educators can enhance their performance and promote meaningful learning experiences for all students.

**Table 14. Level of teachers' performance in terms of Assessment and Reporting**

<i>As a teacher I...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. advocate for fair, transparent, and consistent assessment practices aligned with educational standards	3.67	0.51	Highly Observable
2. support my co-teachers in implementing varied assessment methods to capture a holistic view of student progress	3.69	0.49	Highly Observable
3. encourage the use of formative assessments to provide timely feedback for student growth.	3.65	0.52	Highly Observable
4. promote the use of assessment data to inform instructional decisions and improve teaching practices	3.66	0.53	Highly Observable
5. facilitate clear and informative reporting mechanisms that	3.67	0.50	Highly Observable



communicate student progress to parents and guardians			
6. collaborate with educators to develop reporting systems that provide meaningful insights into student achievements and areas for growth	3.67	0.50	Highly Observable
7. acknowledge the importance of balanced assessments and reporting, recognizing, and celebrating student achievements while providing support for areas needing improvement	3.72	0.48	Highly Observable
<b>Weighted Mean</b>		3.68	
<b>SD</b>		0.42	
<b>Verbal Interpretation</b>		Very High	

Table 14 presents the Level of teachers' performance in terms of Assessment and Reporting. Teachers consistently acknowledge the importance of balanced assessments and reporting, recognizing, and celebrating student achievements while providing support for areas needing improvement (M=3.72, SD=0.48). Furthermore, teachers encourage the use of formative assessments to provide timely feedback for student growth (M=3.65, SD=0.52).

The Level of teachers' performance in terms of Assessment and Reporting attained a weighted mean score of 3.68 and a standard deviation of 0.42 and was Very High among the respondents. This means that effective assessment practices provide teachers with valuable information about students' understanding, progress, and areas of need. Teachers use assessment data to inform their instructional decisions, identify learning gaps, and tailor teaching strategies to meet individual student needs effectively.

**Table 15. Level of teachers' performance in terms of Personal Growth and Professional Development**

<i>As a teacher I...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. facilitate diverse learning opportunities, including workshops, seminars, and conferences, to enhance teachers' skills and knowledge	3.59	0.54	Highly Observable
2. allocate resources and time for educators to pursue advanced degrees, certifications, or specialized training	3.58	0.55	Highly Observable
3. support mentorship programs that promote individualized guidance for professional growth	3.65	0.52	Highly Observable
4. encourage reflective practices, self-assessment, and goal-setting as integral parts of professional development	3.69	0.50	Highly Observable
5. provide recognition and incentives for teachers who actively engage in professional development initiatives	3.63	0.56	Highly Observable

6. encourage my co-teachers to take leadership roles and engage in research or curriculum development as part of their professional growth	3.67	0.50	Highly Observable
7. support the integration of new teaching methodologies or technologies acquired through professional development into classroom practices	3.64	0.53	Highly Observable
<b>Weighted Mean</b>	3.64		
<b>SD</b>	0.43		
<b>Verbal Interpretation</b>	Very High		

Table 15 presents the Level of teachers' performance in terms of Personal Growth and Professional Development. Teachers encourage reflective practices, self-assessment, and goal-setting as integral parts of professional development (M=3.69, SD=0.50). Furthermore, teachers allocate resources and time for educators to pursue advanced degrees, certifications, or specialized training (M=3.58, SD=0.55).

The Level of teachers' performance in terms of Personal Growth and Professional Development attained a weighted mean score of 3.64 and a standard deviation of 0.43 and was Very High among the respondents. This denotes that teachers who prioritize personal growth and development are committed to lifelong learning and continuous improvement. They actively seek out opportunities for professional development, engage in reflective practice, and pursue ongoing learning experiences to enhance their knowledge, skills, and effectiveness as educators.

Personal growth and development play a crucial role in shaping the performance and effectiveness of teachers in the classroom. This review explores the relationship between personal growth, professional development, and teacher performance, drawing insights from empirical studies and theoretical frameworks.

Personal growth and development significantly impact teacher performance and effectiveness. By fostering reflective practices, building resilience, seeking mentorship, and cultivating feelings of empowerment, educators can enhance their personal and professional well-being, ultimately leading to improved outcomes for themselves and their students.

**Table 16. Test of significant relationship between school heads instructional supervision as to teacher's efficacy**

Table 16 shows the Test of significant relationship between school heads instructional supervision as to teacher's efficacy

School heads instructional supervision		Teacher's efficacy				
		Classroom Management	Instructional Strategies	Student Engagement	Adaptability	Flexibility
<b>Monitoring</b>	Pearson Correlation	.678**	.716**	.629**	.580**	.597**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	273	273	273	273	273
<b>Coaching</b>	Pearson Correlation	.617**	.668**	.685**	.516**	.545**
	Sig. (2-tailed)	.000	.000	.000	.000	.000

	N	273	273	273	273	273
<b>Pedagogical Improvement</b>	Pearson Correlation	.706**	.719**	.652**	.586**	.620**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	273	273	273	273	273
<b>Content Enhancement</b>	Pearson Correlation	.655**	.612**	.593**	.595**	.520**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	273	273	273	273	273
<b>Teachers Collegiality</b>	Pearson Correlation	.648**	.625**	.664**	.551**	.540**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	273	273	273	273	273

**Legend:**

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

The correlation coefficients measure the strength and direction of the relationship between the school heads instructional supervision as to teacher's self-efficacy. A positive correlation indicates that as school heads instructional supervision increases, teacher's self-efficacy tends to increase.

Based from the findings, the p-values obtained were less than the significance alpha 0.05, hence there is a significance. The correlation coefficients range from 0.516 to 0.719, indicating a Moderate to Strong relationship. This denotes that effective instructional supervision by school heads provides teachers with constructive feedback, support, and guidance in improving their instructional practices. When teachers receive meaningful feedback and support from their supervisors, it can enhance their confidence in their ability to effectively implement teaching strategies, leading to higher levels of efficacy.

Brown and Martinez (2020) conducted a systematic review investigating the influence of principal leadership behaviors, including instructional supervision, on teacher self-efficacy. Their findings shed light on the significant role of principal behaviors in shaping teachers' beliefs in their instructional capabilities.

The synthesis of these studies underscores the significant relationship between school heads' instructional supervision and teacher self-efficacy. Effective supervision practices, including supportive coaching and leadership behaviors, play a crucial role in fostering teachers' confidence and effectiveness in the classroom.

***Test of a significant relationship between school heads instructional supervision as to teachers' performance***

Table 17 shows the Test of a significant relationship between school heads instructional supervision as to teachers' performance

**Table 17. Test of a significant relationship between school heads instructional supervision as to teachers' performance**

	Teacher's Performance				
School heads instructional supervision	Content Knowledge and Pedagogy	Learning Environment and Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Personal Growth and Development

<b>Monitoring</b>	Pearson Correlation	.640**	.517**	.578**	.573**	.611**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	273	273	273	273	273
<b>Coaching</b>	Pearson Correlation	.564**	.489**	.569**	.634**	.525**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	273	273	273	273	273
<b>Pedagogical Improvement</b>	Pearson Correlation	.622**	.524**	.633**	.552**	.587**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	273	273	273	273	273
<b>Content Enhancement</b>	Pearson Correlation	.557**	.434**	.514**	.491**	.544**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	273	273	273	273	273
<b>Teachers Collegiality</b>	Pearson Correlation	.534**	.433**	.487**	.637**	.515**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	273	273	273	273	273

**Legend:**

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

The correlation coefficients measure the strength and direction of the relationship between the school heads instructional supervision as to teachers' performance. A positive correlation indicates that as school heads instructional supervision increases, teachers' performance tends to increase.

Based from the findings, the p-values obtained were less than the significance alpha 0.05, hence there is a significance. The correlation coefficients range from 0.433 to 0.640, indicating a Moderate to Strong relationship. This means that effective instructional supervision fosters a culture of collaboration and continuous improvement within the school community. School heads use supervision as an opportunity to encourage peer learning, share best practices, and promote professional dialogue among teachers. As teachers collaborate and learn from one another, it positively impacts their performance and contributes to overall school success.

The synthesis of these studies underscores the significant relationship between school heads' instructional supervision and teachers' performance. Effective supervision practices, including supportive leadership behaviors and specific instructional strategies, play a crucial role in shaping teacher effectiveness and promoting positive student outcomes.

#### 4. Conclusion and Recommendation

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

There is a significant relationship between the school heads instructional supervision and teacher's efficacy. The same with school heads instructional supervision and teachers'

performance.

The null hypothesis “There is no significant relationship between school heads instructional supervision as to teacher’s self-efficacy” is rejected. Thus, the alternative should be accepted which demonstrates that there is a significant relationship between them.

The null hypothesis “There is no significant relationship between school heads instructional supervision as to teachers’ performance” is rejected. Thus, the alternative should be accepted which demonstrates that there is a significant relationship between them.

Based on the conclusions drawn from the study, the following were recommended:

1. School heads may continue to adopt collaborative supervision approaches that involve ongoing dialogue, reflection, and joint problem-solving with teachers. Foster a culture of trust and mutual respect where teachers feel supported and empowered to contribute to their professional growth.

2. School Heads may keep putting in place regular, formative feedback systems to encourage positive feedback between themselves and their teachers and they may school continue to give prompt, targeted, actionable feedback that focuses on both areas for growth and areas for strength establish mechanisms for monitoring and evaluating the effectiveness of instructional supervision practices in relation to teachers' efficacy and performance. Collect data on supervision activities, teacher perceptions, student outcomes, and school improvement indicators to inform ongoing improvement efforts.

3. Teachers have the authority to uphold and refine their teaching methods, adaptability, and levels of engagement, all with the primary objective of benefiting their students' learning experiences. This freedom empowers educators to continuously evolve their pedagogical approaches, ensuring they remain responsive to the diverse needs and preferences of their students. By prioritizing student-centered teaching practices and fostering a dynamic and inclusive learning environment, teachers play a crucial role in nurturing academic growth and fostering a lifelong love for learning among their students.

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