

School Leaders' Supervisory Roles and Practices to Teachers' Instructional Performance in Public Elementary Schools

Ma. Francisca D. Bacay^a, Elsa C. Callo^b

^a mafrancisca.bacay@deped.gov.ph

^aElementary Teacher II, Pedro Bombane Elementary School, Dolores Quezon 4326, Philippines

^bFormer Dean of CTE and GSAR, Laguna State Polytechnic University, San Pablo City 4000, Philippines

Abstract

The study aimed to determine the perception of elementary school teachers on school leaders' supervisory roles and practices to teachers' instructional performance, the difference in the assessment given by the school leaders and teachers, and the relationship between the supervisory roles and practices and teachers' instructional performance. The descriptive research design was used to collect data about current conditions or situations for the purpose of description and interpretation. The researcher used one hundred forty-eight (148) descriptive research because of its suitability. Specifically, the descriptive survey was utilized since the researcher administered a survey questionnaire to teachers including the school leaders in Dolores District to determine the teachers' perceptions of school leaders' supervisory roles and practices in relation to teachers' instructional performance, the difference in the assessment given by the two groups, and the relationship between the supervisory roles and practices and teachers' instructional performance. This study also revealed that teachers observed school leaders' supervisory roles in schools and even practiced supervision to a great extent. It has an impact on teachers' instructional performance, as teachers performed very satisfactorily in their respective schools. The respondents are fully aware of the school leaders' supervisory roles and practices; thus, this improved their instructional performance and assisted them display exceptional performance. The study proved that: The assessments given by the two groups have no significant difference in supervisory roles, practices, and instructional performance; The supervisory roles are significantly related to instructional performance; and There is a positive relationship between the supervisory practices and instructional performance. The study recommends that school leaders may continue to apply and practice their supervisory roles and practices for teachers to maintain their commitment to excellent performance. Future research may replicate the findings of this study by using larger sample size, resulting in a wealthy, in-depth, and well-substantiated conclusion.

Keywords: School Leaders; Supervisory Practices; Supervisory Roles; Teacher 's Instructional Performance.

1. Introduction

Instructional Supervision, as stated in Division Memorandum No. 138 s. 2018, is a professional, ongoing, and collaborative process for improving instruction. It is distinguished by guidance, assistance, idea sharing, facilitation, or creation to assist teachers in improving the learning situation and quality of learning in schools. An instructional leader who possesses superior knowledge and skills and works collaboratively in a

school environment that fosters the development of a professional learning community extends a helping hand to a professional colleague.

School heads are key leaders in our educational system, as emphasized by Muring (2014). They are in charge of carrying out the school's vision and mission and play significant roles in ensuring that schools run smoothly. They are involved in every aspect of the school's operation and in charge of providing direction in developing and implementing all educational programs and projects at the school. They are essential in achieving the goal of the Department of Education (DepEd) which is providing high-quality basic education.

According to Republic Act No. 9155, Chapter 1 Section No. 7, Letter E, Paragraph 3, school heads shall have the Authority, Responsibility, and Accountability (AuRA) in managing all school concerns following national educational policies, plans, and standards. As a result, the school's success is determined by the type of principal it has. It simply means that the school principals have responsibilities that include, but are not limited to, leadership, management, teacher evaluation, and student discipline. Furthermore, an effective school head or principal must have leadership qualities such as providing Technical Assistance (TA) to teachers who require it. It can take the form of mentoring, coaching, training, and workshops, answering questions, leading a team, sharing opinions, correcting, and editing proposals and correspondences, and so on.

In relation to teachers' instructional performance, Kamotho et al. (2019) discovered in their research that teachers are the backbone of any educational activity, particularly given the importance of their job performance. Performance must be goal oriented or goal relevant. Furthermore, as stated in Teachers Service Commission (2015), teacher job performance, is the set of duties that a teacher performs to achieve the school's goals at a specific time in the school system. This includes timely coverage of the syllabus, proper pedagogical skills, and regular school and class attendance. Teachers' performance is linked to student outcomes as a product of education.

School leaders in Dolores District should inspire and encourage their teachers to maintain a positive attitude and to complete tasks to the best of their abilities. They should foster an environment in which they feel accepted and cared for. They also enrich a relationship in which followers feel compelled to give more and thus feel successful.

2. Background of the Study

School heads as school leader provide leadership for their teachers to improve their performances as explained by Rivera (2019). Their function is to ensure that teachers are performing their jobs efficiently and effectively. Through the encouragement given by school heads, teachers are motivated to perform to their fullest capacity. Therefore, effective supervision of the school heads may help in improving teaching-learning performances by helping teachers.

Moreover, school leaders are essential for the success and progress of all Department of Education activities. They establish a foundation for learning to grow and perform. Effective school leadership transforms schools into effective learning environments where teachers and students are developed and encouraged. Furthermore, school leaders provide effective leadership when all teachers, particularly in the Dolores District, supervise based on an in-depth knowledge of what needs to be done. To ensure that these are quality performance standards, they execute the duties delegated to them by the department and use the RPMS-PPST, particularly in measuring the quality performance of the teachers.

The educational quality of the Dolores District will be successful once the roles and responsibilities of school leaders are fulfilled and the commitment of teachers, students, parents, and other stakeholders is

shared. Teachers, on the other hand, are treated differently by different leaders. They run their schools using their preferred management approach, which is idealistically based on what the Department of Education prescribes. Some school leaders, on the other hand, go above and beyond the call of duty. Teachers are constantly surveying and comparing the supervision of school leaders. Their supervisory roles and practices aid teachers in providing effective performance in the classroom, as evidenced by how they carry out their responsibilities. Others, on the other hand, may be dissatisfied with the supervision provided by their leaders. These disparities in how teachers are treated have a significant impact on their jobs, which are critical to quality and effective job performance.

Considering this, the researcher is equally committed and determined to carry out this study to learn, understand, and investigate teachers' perceptions of school leaders' supervisory roles and practices in relation to teachers' instructional performance.

3. Theoretical Framework

This research is influenced by the Leader-Member Exchange (LMX) Theory, which is a dyadic, relationship-based leadership theory. According to this theory, leadership is defined by the quality of the exchange relationship that leaders develop with their followers. Trust, liking, and mutual respect distinguish high-quality exchanges, and the nature of the relationship has implications for employees' job-related well-being and effectiveness (Bauer et al., 2015). This theory focuses solely on the relationship between the leader and the follower. When followers join an organization, they either join the leader's in-group or leave the leader's out-group. Put, the in-group consists of followers who are trusted and permitted to participate in decision making and influence the organization's future. Members of the out-group are expected to perform their duties but are not given the same level of autonomy or participation as members of the in-group (Hackman et al., 2000).

According to Arockiaraj et al. (2020), effective supervision is founded on a healthy collaborative relationship between the supervisee, the supervisor-mentor, the organizations or institutions to which the supervisor-mentor and supervisee belong, and the peer group in which the supervisee participates. Mutual learning occurs due to such collaborative relationships, goal setting, active listening, and receiving and sharing feedback. Everyone in this process is both a contributor and a learner. Because supervisees benefit from social support, informal peer supervision, and exposure to a variety of practices, collaborative supervision is extremely effective and rewarding.

The study is also guided by Blumer's Symbolic Interactionism Theory since this is a relevant theory explaining how and why head teachers' general and instructional supervisory practices can influence teachers' work performance. According to Blumer, this theory was a method of deriving meaning from social interactions. Symbolic interactionism emphasizes interpersonal interactions, the use of symbols in communication and interaction, and the reality of self as constructed by others through communication and interaction with one another. People form human groups, and only their interactions define a society. He asserted that by interacting, people can generate common symbols by approving, arranging, and redefining them.

Don Elger's Theory of Performance (ToP) also inspired the research as well. It explains performance as well as how to improve performance. It is stated that wonderful accomplishments can also be found in everyday practice in higher education. An advisor motivates students to pursue their goals. A teacher has a magical connection with his or her students. A researcher is constantly asking fundamental questions that lead

to paradigm shifts in thinking. A dean motivates an entire college to work together and achieve great things. A theory of performance (ToP) is useful in many learning contexts because high-level performances produce worthy accomplishments. Moreover, to perform is to engage in a complex series of actions that combine skills and knowledge to produce a valuable outcome. In some cases, the performer is a person. In other cases, the performer is a group of people working together, such as an academic department, research team, committee, student team, or university.

Furthermore, performance is a "journey, not a destination," as the adage goes. Each stage of the journey is labelled "level of performance," and each level characterizes the effectiveness or quality of a performance. This theory poses a challenge to educators: by improving our own performance, we empower ourselves to help others learn and grow (becoming a self-grower). When people learn and grow, they are empowered to produce results that matter (creating an assessment culture). Working and learning together to improve the world has always been a primary goal of higher education.

According to the study of Andriani et al. (2018), teacher performance is defined as the teacher's ability and effort to carry out learning tasks as effectively as possible in the planning of teaching programs, the implementation of learning activities, and the evaluation of learning outcomes. Based on this explanation, a teacher's performance is closely related to his ability to carry out his duties as a teacher professionally. It is supported by Abas (2017) study on teachers' performance that it can be measured in four ways: (1) ability to make lesson plans; (2) ability to carry out lesson plans; (3) ability to carry out evaluations; and (4) ability to follow up on evaluation results.

4. Results and Discussion

Part I. Test of Difference

Table 1. Test of Significant Difference Between the Assessment given by the Two Groups in Supervisory Roles

Supervisory Roles	Teachers		School Heads		t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
	M	SD	M	SD				Lower	Upper
Planner	4.24	0.60	4.24	0.58	-.022	146	.982	-.243	.238
Manager/Leader	4.25	0.64	4.25	0.56	.033	146	.974	-.248	.257
Mediator	4.27	0.60	4.21	0.57	.432	146	.666	-.189	.294
Counselor	4.28	0.56	4.27	0.54	.041	146	.968	-.221	.231
Motivator	4.30	0.57	4.29	0.61	.085	146	.933	-.222	.242
Discipline Enforcer	4.28	0.57	4.31	0.55	-.293	146	.770	-.261	.193

Legend: M=Mean, SD=Standard Deviation, $p < 0.05$ Significant, $p > 0.05$ Not significant

The test difference in the perceived school heads' instructional supervisory roles is shown in Table 18. The data show that there is no significant difference between respondents' perceptions of planner ($p = .982$), manager or leader ($p = .974$), mediator ($p = .666$), counselor ($p = .968$), motivator ($p = .933$), and discipline enforcer ($p = .770$) at the 0.05 level of significance.

The findings indicate that teachers believe their school heads are committed to performing their supervisory roles in the schools to which they are assigned. Teachers also believe that their school heads are capable of planning school activities, managing and leading teachers and students, connecting with teachers,

students, and the community, counseling teachers as needed, and motivating and displaying school policies to prevent disruptive behaviour. Similarly, school heads strongly believe that they are also dedicated to performing their supervisory roles as school leaders. In fact, they create and communicate a vision and goals for their school, which set high expectations for student achievement and for teachers’ teaching improvement. To support this conviction, school leaders conduct meetings or learning action cells (LAC) to communicate well with teachers in a transparent and constructive way and to encourage collaboration among others. Also, school leaders always had their Instructional Supervisory Plan (ISP), which is a detailed set of in-service education and leadership activities or actions taken by them to promote student learning growth. School leaders’ goal is to help a teacher improve the teaching-learning situation. They also aim to foster quality learning by implementing effective strategies. These are the qualities of good instructional leaders, which are supported by the study of Ghavifekr et al. (2014), which stated that it is critical for heads of departments in schools to play the role of instructional leader because it possesses positive characteristics that promote better teaching and learning for both leaders and subordinates. Both the heads of departments and the teachers can develop and create a platform for teaching and learning in this regard, which will indirectly develop the teachers’ teaching practices, competency, and motivation. As a result, good leaders influence their subordinates and encourage them to perform better and more effectively at work. Furthermore, Limon (2015) also mentioned that instructional leaders play a variety of roles in the improvement and development of curriculum instruction. Internal and external instructional supervisors are tasked with doing supervisory work and carrying out supervisory functions to assist teachers in improving learning conditions. As a result, the quality of instruction and academic performance in educational institutions improved.

Table 2. Test of Significant Difference Between the Assessment given by the Two Groups in Supervisory Practices

Supervisory Practices	Teachers		School Heads		t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
	M	SD	M	SD				Lower	Upper
Lesson Plan Checking	4.17	0.63	4.15	0.63	.152	146	.880	-.234	.273
Classroom Observation or Visitation	4.28	0.60	4.34	0.63	-.487	146	.627	-.305	.184
Conferencing	4.28	0.59	4.29	0.53	-.101	146	.920	-.247	.223
Workshop	4.38	0.60	4.33	0.54	.453	146	.651	-.184	.293
Microteaching	4.24	0.59	4.15	0.55	.771	146	.442	-.144	.329

Legend: M=Mean, SD=Standard Deviation, p <0.05 Significant, p >0.05 Not significant

The table above portrays the test difference in school principals’ perceived instructional supervisory practices. There is no significant difference between respondents’ perceptions of lesson plan checking (p =.880), classroom observation or visitation (p =.627), conferencing (p =.920), workshops (p =.651), and microteaching (p =.442) at the 0.05 level of significance.

The teachers believed that their school heads put their instructional supervision practices into practice in their respective schools. By requiring constant interaction between students and teachers to improve teaching and learning processes, school heads’ supervisory practices can provide equal importance to both students and teachers. Teachers can become more efficient and effective by engaging in continuous

learning. Similarly, school leaders believe in themselves because they know how well they perform in their supervisory roles. They are aware that they are doing their best to carry out these practices. They had their plan to back up this claim, which was the previously mentioned Instructional Supervisory Plan (ISP). This plan includes assessing the quality of teachers' lesson plans, conducting quarterly classroom observation or visitation to learn about actual teaching and learning in the classroom using the classroom observation tool, and holding learning action cells or meetings to provide technical assistance and feedback on what they have observed from teachers. This is supported by Sule et al. (2015), who stated that a closer, regular, and continuous instructional supervisory practice is urgently needed rather than snippy, unscheduled, and partial supervision, especially now that many changes have been introduced into the school curriculum. The principal is responsible for overseeing, assessing, evaluating, and directing teachers to ensure that the school meets its objectives. As a result, the instructional supervisory practices identified in this study should be effectively used by principals for an effective teaching-learning process to achieve educational goals. Furthermore, these supervisory practices, such as classroom observation, provision of instructional resources, checking teachers' professional records, professional development for teachers, and reward motivation, as mentioned, significantly influenced the teacher's work performance and, thus, students' performance, as also stated by Wabuko (2016).

Table 3. Test of Significant Difference Between the Assessment given by the Two Groups in Instructional Performance

Instructional Performance	Teachers		School Heads		t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
	M	SD	M	SD				Lower	Upper
Instructional Planning	4.36	0.49	4.29	0.53	.661	146	.510	-.135	.270
Lesson Implementation	4.33	0.49	4.35	0.51	-.191	146	.849	-.220	.181
Students' Motivation	4.54	0.46	4.47	0.52	.728	146	.468	-.121	.262
Lesson Communication	4.40	0.45	4.41	0.54	-.087	146	.931	-.199	.182
Demonstration of Curriculum Knowledge	4.34	0.48	4.35	0.56	-.142	146	.888	-.215	.186
Classroom Management	4.43	0.51	4.42	0.55	.051	146	.959	-.204	.215

Legend: M=Mean, SD=Standard Deviation, p <0.05 Significant, p >0.05 Not significant

The test difference in the perceived teachers' instructional performance is shown in table 20. The data show that there is no significant difference between respondents' perceptions of instructional planning (p=.510), lesson implementation (p=.849), students' motivation (p=.468), lesson communication (p=.931), demonstration of curriculum knowledge (p=.888), and classroom management (p=.959) at the 0.05 level of significance.

According to the data gathered from the respondents, teachers' instructional performances have been clearly positive for all teachers. They are responsive to their duties and obligations as teachers at their respective schools. They are fully aware that they play an essential function in ensuring educational

excellence and fostering a learned and cultured society and that they are the most important agency in the teaching and learning process. As a result, the data suggest that school heads have been observing teachers' exceptional performance to produce quality learning. They are also aware that teachers are doing everything possible to help schools achieve their goals, such as providing high-quality education to ensure students' academic success. Furthermore, teacher performance, as also stated by Fitria et al. (2021), is primarily determined by the interaction of various factors, including leadership and the management of the principal, and the result of one's work is defined as performance behavior. Performance, as a human act, is aimed at the completion of organizational tasks that become roles, each member's authorities, and responsibilities. Additionally, teacher performance in an organization refers to both the quality and quantity of performance generated by teachers because of the headmaster's and administration's collaborative leadership to achieve the school's objectives. Teacher performance indicators include quality, the effectiveness and efficiency of the learning process, teacher productivity in education, research, teacher spirit development, and community service.

Part 2. Test of Correlation among Variables

Table 4. Correlation Between Supervisory Roles and Instructional Performance

Supervisory Roles	Instructional Performance					
	Instructional Planning	Lesson Implementation	Students' Motivation	Lesson Communication	Demonstration of Curriculum Knowledge	Classroom Management
Planner	.614**	.600**	.521**	.566**	.595**	.557**
Manager/Leader	.611**	.564**	.510**	.581**	.607**	.547**
Mediator	.637**	.590**	.574**	.570**	.617**	.614**
Counselor	.633**	.573**	.577**	.575**	.614**	.584**
Motivator	.590**	.510**	.508**	.535**	.519**	.534**
Discipline Enforcer	.573**	.552**	.500**	.607**	.584**	.566**

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

According to Pearson r correlation analysis, respondents' perceptions of the extent to which school leaders perform instructional supervisory roles are significantly related to teachers' instructional performance. The instructional supervisory roles of school leaders, as indicated by planner, manager or leader, mediator, counselor, motivator, and discipline enforcer, have a significant positive relationship with teachers' instructional performance in terms of instructional planning, lesson implementation, student motivation, lesson communication, curriculum knowledge demonstration, and classroom management.

In accordance with the results, school leaders greatly applied their instructional roles, which resulted in teachers significantly utilizing instructional performance. Teachers and principals are both aware of their duties and roles. They both have a significant influence on each other, which leads to improved performance. Moreover, school leaders understand that they play an important role in the instructional supervision of their schools, so they interact with teachers almost every day, both in and out of the classroom. They acknowledge that they are the internal superiors who provide their teachers with support, motivation, encouragement, and professional assistance. There is a significant relationship between teachers' perceptions

of principals' supervision roles and improving teachers' work performance in areas such as teaching practices, professional competencies, and motivation, similar to the study of Ghavifek et al. (2014). All the findings revealed that the principal's positive qualities and roles will aid in achieving better work performance among teachers. It is also revealed that principals in schools must play the role of instructional leader because it possesses positive characteristics for improving teaching and learning for both students and teachers.

Table 5. Correlation Between Supervisory Practices and Instructional Performance

Instructional Supervisory Practices	Instructional Performance					
	Instructional Planning	Lesson Implementation	Students' Motivation	Lesson Communication	Demonstration of Curriculum Knowledge	Classroom Management
Lesson Plan Checking	.556**	.525**	.494**	.535**	.586**	.571**
Classroom Observation or Visitation	.575**	.585**	.580**	.574**	.651**	.620**
Conferencing	.566**	.539**	.532**	.618**	.590**	.562**
Workshop	.542**	.503**	.553**	.512**	.501**	.533**
Microteaching	.555**	.564**	.531**	.575**	.609**	.557**

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

Using Pearson r correlation analysis, it is revealed that respondents' perceptions of the extent to which school heads practice instructional supervision are significantly related to teachers' instructional performance. Lesson plan checking, classroom observation and visitation, conferencing, workshop, and microteaching are instructional supervisory practices that have a positive significant relationship with teachers' instructional performance in terms of instructional planning, lesson implementation, student motivation, lesson communication, demonstration of curriculum knowledge, and classroom management.

The findings show that when school leaders perform their supervisory practices effectively, the teachers will undoubtedly perform well in their instructional performance. To effectively measure teachers' performance, school heads used RPMS-PPST-aligned results-based assessment tools. These tools guide and inform teachers and school leaders during the performance evaluation process. This is done to improve teachers' performance and to strengthen school principals' instructional practices. Furthermore, the results demonstrated that there is productive and effective collaboration between teachers and school administrators. Teachers are also inspired by school leaders to overcome challenges and changes in the educational system. They have a positive impact on teacher quality by considering the impact of teachers' instructional performances, engaging in ways that encourage creativity and innovation, and empowering them in ways that support improved practice. Moreover, there is a positive correlation between instructional performance and supervision practices because school leaders influence their teachers as mentioned by Misleng-Sison et al. (2019). The supervision practices they employ impact the teachers' teaching methodologies and practices. The proposed mentoring program will be highly beneficial to both school administrators and teachers in improving instructional performance.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the findings, conclusions, and recommendations based on the data that was gathered, analyzed, and interpreted.

Summary

This study attempted to identify the perceptions of the teachers in supervisory roles and practices of school leaders on teachers' instructional performance. The extent of the implementation of Supervisory Roles when it comes to planner, manager or leader, mediator, counselor, motivator, and discipline enforcer. The respondents' perceptions towards Supervisory Practices in terms of lesson plan checking, classroom observation and visitation, conferencing, workshops, and microteaching. The respondents' level of performance at work can be described in terms of instructional planning, lesson implementation, students' motivation, lesson communication, demonstration of curriculum knowledge, and classroom management. To determine if there is a significant difference between the assessments given by the two groups in supervisory roles, supervisory practices, and instructional performance; the significant relationship between supervisory roles and instructional performance; and the significant relationship between the supervisory practices of the school leaders and teachers' instructional performance.

Summary of Findings

The study reveals the following findings:

1. Supervisory Roles of school leaders are strongly observed and implemented in public elementary schools in Dolores District, Dolores, Quezon.
2. Supervisory Practices of school leaders have a direct impact on teachers' instructional performance.
3. The respondents are fully aware on instructional supervision as to supervisory roles and practices.
4. There is no significant difference between the assessments given by the two groups in instructional supervisory roles and practices and instructional performance.
5. There is a significant relationship between the supervisory practices and the teachers' instructional performance.
6. A positive significant relationship exists between supervisory roles of the school leaders and teachers' instructional performance.

Conclusions

Based on the above-mentioned findings, the following conclusions are formulated:

1. There is no significant difference between the assessments given by the two groups (school leaders and teachers) in supervisory roles, supervisory practices, and instructional performance.
2. There is a positive significant relationship between the practiced instructional supervision of school leaders and teachers' instructional performance.

3. A significant relationship exists between the observed supervisory roles of school leaders and teachers' instructional performance.

Recommendations

Based on the findings of the study, the following recommendations are offered:

1. School leaders' supervisory roles are strongly observed and implemented in public elementary schools in Dolores District, Dolores, Quezon, and their supervisory practices have a direct impact on teachers' instructional performance; hence, school heads as school leaders may continue observing instructional supervisory roles and performing instructional supervisory practices to improve teachers' instructional performance.
2. Teachers and school leaders are fully aware on supervision as to supervisory roles and practices; therefore, the teachers in public elementary schools may improve their performance to become more effective and efficient in their classrooms. They may be motivated by a better understanding of the supervisory roles and practices of school leaders, which may aid in the development of positive attitudes and effective teaching.
3. Teachers of any age, gender, length of service, current rank or position, or educational attainment may follow and obey the school's guidelines and procedures, promote the goals and objectives, and perform efficiently to promote high-quality education by putting in extra time and effort to continuously improve the schools. They may also be observed following DepEd orders and memoranda regarding improving performance.
4. Future research may replicate the findings of this study by using a larger sample size, resulting in a more affluent, in-depth, and well-substantiated conclusion.

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