

Instructional supervision of the school heads in San Jose, Occidental Mindoro

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Abstract

This study aimed to determine the instructional supervision practices of school heads in San Jose, Occidental Mindoro, focusing on their profiles, leadership qualities, adherence to supervisory principles, important functions of supervision, and the problems encountered in their roles. Using a descriptive-correlational research design, the study surveyed all 70 elementary school heads in the district. The research highlights the school heads' significant educational attainment, proficiency in leadership skills, and firm adherence to instructional supervision principles, all of which contribute to their effectiveness in fostering teacher development and improving teaching quality. The findings reveal that most school heads are in mid-career stages, with 6 to 10 years of experience, and face challenges such as limited resources and a demanding school calendar. While district-level training is most accessible, regional and national professional development programs are hindered by logistical issues. Despite these challenges, school heads excel in collaborative supervision, emphasizing teacher welfare, constructive feedback, and community engagement. The study concludes that ongoing professional development, coupled with tailored training programs, is essential for enhancing the instructional supervision capabilities of school heads, ultimately improving educational outcomes. Thus, an action plan was presented and serves as a road map to enhance instructional supervision and ensure quality educational leadership for improved student outcomes.

Keywords: instructional supervision, function of supervision, school heads' leadership, qualities of school heads, improvement of teaching

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1. Introduction

The primary function of the school head is to exert educational leadership to improve the quality of life for everyone within the school. They must be viewed by the community, the faculty, and the pupils as primarily accountable for achieving this function (Tedla & Kilango, 2022). The school leader must be able to devote time and energy to that duty without feeling drained by other urgent responsibilities to complete it successfully. The school head can make a significant difference when attuned to his functions. The principal is one of the most crucial elements of high-achieving schools. Stressing the importance of principals in promoting school improvement (Ozcan, 2021). They underscore how their engagement in self-reflection and leadership practices, including monitoring students' progress and providing feedback, directly influences student achievement.

The head of the school is unable to avoid making a difference in some way. The absence of the behavior above can mean a regressive situation, directionless, and sometimes counterproductive. In other words, negligence could be interpreted as failing to fulfill the primary responsibility of educational leadership. A school head fosters a pleasant school climate by setting high standards for all students and faculty members and fostering a strong sense of academic mission. They also encourage and motivate school personnel to maximize instruction and classroom management effectiveness. The school head becomes involved with and knowledgeable about community services and resources that may reinforce and extend the pupils' academic freedom (Martin, 2018). Instructional supervision allows teachers to improve their ability to support students' academic achievement. Because the benefits of an effective instructional supervision process may impact student performance improvement and, eventually, teacher professional development, the process is crucial. Coaching, like other forms of instructional supervision, can help teachers enhance their skills, directly contributing to better student performance, resonating with Sergiovanni and Starratt's assertion on the role of supervision in professional growth and student success (Kraft et al., 2018). In like manner, the school head develops a realistic and objective system of accountability for learning with the staff. He also works with the staff to develop and implement the staff evaluation. Providing students with leadership opportunities to assist them in creating a social structure and a meaningful and rational student government that fosters a strong sense of identity.

The Philippine Professional Standards for Teachers (PPST) is the framework to guide teachers' professional growth, as stipulated in DepEd Order No. 42, s. 2017. It emphasizes seven domains of effective teaching, including pedagogy, learner diversity, curriculum, assessment, and professional development. Instructional supervision aligns with the PPST by supporting teachers to meet these standards, ensuring continuous improvement in teaching and learning outcomes. Moreover, DepEd Memorandum No. 082, s. 2020, or the "Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency," guides delivering quality education amid disruptions caused by the pandemic. Its focus on maintaining the effectiveness of teaching and learning across a range of modalities necessitates strong instructional leadership and supervision, which is how it relates to instructional supervision. Classroom observations using various methods and time-on-task metrics, such as how much time teachers spend actively teaching and how engaged students are throughout classes, are important indications of good teaching techniques, as demonstrated by the RISE Programme research (2023). They employ various instructional management techniques to improve results while carrying out their responsibilities as school directors.

The role of school heads in exerting educational leadership is critical to the success and improvement of schools. However, many school heads face significant challenges in effectively fulfilling their functions due to competing tasks, inadequate instructional supervision, and the absence of structured accountability systems. These challenges may hinder their ability to create a positive school climate, foster teacher development, and improve student outcomes. To improve the relevance and quality of education in the Philippines and make sure that students

are ready for the demands of the modern world while fostering a sense of national identity and responsibility, school leaders must mentor and assist teachers in implementing creative and successful teaching strategies that are in line with the MATATAG Agenda (Department of Education, 2023). This study addresses how school heads effectively exercise their instructional leadership roles and overcome the challenges that impact their ability to foster teacher development, improve student achievement, and enhance the overall quality of education.

Statement of the Problem - This study aimed to determine the instructional supervision of the school heads in San Jose, Occidental Mindoro. Specifically, this study sought to answer the following questions: (1) What is the profile of the respondents in terms of highest educational attainment, present position, latest performance rating, length of service as a school head, and in-service training attended? (2) What is the extent of the qualities of the school head? (3) What is the level of adherence to the principles of supervision? (3) What is the level of importance of the function of instructional supervision as assessed by the respondents in terms of professional leadership, improvement of teaching, aiding teacher growth, supervisory task, and guiding staff and community relations? (5) What level of instructional supervision problems were encountered by the respondents? (6) What is the level of proficiency in instructional supervision of the school heads in terms of development supervision, differentiated supervision, clinical supervision, informal supervision, formal supervision, direct assistance, and collaborative supervision? (7) Is the level of proficiency in instructional supervision of the school heads significantly related to their profile, qualities as a school head, adherence to the principles of supervision, function of supervision, and problems encountered along supervision? (8) What action plan may be proposed to improve the school head's instructional supervision based on the findings of the study?

Significance of the Study - This study is essential to the following sectors and groups of people: first, school heads. This would provide school heads with a clear view of the importance of supervision and problems encountered so that possible actions could be taken to improve the conduct of supervision among teachers. Second, to teachers. This would provide insights and information about improving instruction through supervision. Pupils. The findings help the pupils identify their strengths and weaknesses so that proper interventions can be implemented to improve their learning. Parents. These findings help them know their essential roles in their children's education. Schools. This would support schools in adopting supervision practices that lead to consistent teaching and learning improvements. Communities. A better-informed community member results in a better relationship. Therefore, cooperation and support prevail. For future researchers, these findings motivate others to conduct a similar survey using other variables to help improve supervisory practices. DepEd Occidental Mindoro. The findings provide evidence to design or revise policies related to instructional supervision, emphasizing developmental and collaborative supervision approaches.

Scope and Delimitation of the Study - This study focused on the instructional supervision of the public elementary school heads in San Jose, Occidental Mindoro, during the A.Y. 2024-2025. It dealt with the respondents' circumstances, including age, gender, civil status, highest educational attainment, latest performance rating, present position, length of experience as school heads, and seminars attended relative to their functions. This study also revolved around the extent to which respondents subscribe to the traits of skilled school heads, the extent to which they adhere to the principles of supervision, the importance of the significant purposes of supervision, the extent to which they are proficient in the kinds of supervision, and the problems encountered while improving instruction through supervision. The study did not include other educational professionals who would have offered more comprehensive perspectives, such as district supervisors, instructors, or administrators from private schools. Additionally, the results were based on respondents' self-reported data, which could contain errors or biases. Policies, resources, socioeconomic circumstances, and all external elements that impact instructional supervision were not thoroughly investigated.

2. Methodology

Research Design - This study employed a descriptive-correlational research design. Descriptive research was used to describe the profile of the respondents, to determine the level of qualities of school heads, their adherence

to the principle of supervision function, supervision problems encountered, and the level of proficiency in instructional supervision. This method enabled the researcher to gather data and pertinent information about the group's present and existing conditions. This type of research plays a crucial role in providing valuable information to researchers who aim to study current trends and conditions. Moreover, a correlation design was used to determine if there is a significant relationship among the identified variables.

Respondents of the Study - The respondents of this study were the 70 elementary school heads from all public schools in San Jose, Occidental Mindoro. This study used complete enumeration, and they were all based on their crucial role in overseeing the implementation of educational policies and practices within their respective schools. Their insights and experiences provide valuable data on the research subject, contributing to a comprehensive understanding of the factors investigated.

Research Instrument - Before administering the researcher-made questionnaire, the researcher conducted test validation procedures. The researcher-made instrument was presented to subject matter experts to evaluate its validity. This study employed expert validity to ensure the survey items accurately reflect the concept under investigation. The experts reviewed the instrument for its relevance, clarity, and suitability to the study's context. The researcher consulted experts from the Divine Word College of San Jose to assess the accuracy and relevance of the questionnaire items. All necessary suggestions for instrument improvement were considered. With the assistance and support of experts, a researcher-made questionnaire was validated, ensuring its accuracy. The survey questionnaire underwent reliability testing before its use. Twenty private school heads in Occidental Mindoro were the subjects of this study. They answered the survey questionnaire via Google Forms, which yielded very high reliability and high-reliability ratings, proving the validity and applicability of the research tool. The table below displays the findings. The Spearman-Brown Coefficient was used to assess the questionnaire's item length consistency.

Table 1
Reliability Analysis Results

Indicators	Number of Items	Reliability Coefficients	Interpretation
Qualities of the School Head	6	0.809*	High Reliability
Adherence to Principles of Supervision	7	0.699*	High Reliability
Function of Instructional Supervision	35	0.951*	Very High Reliability
Problems Encountered on Instructional Supervision	7	0.882	High Reliability
Proficiency in Instructional Supervision	42	0.961	Very High Reliability

The analysis results revealed a generally high level of reliability, with coefficients from 0.699 to 0.961. Thus, the instrument was ready for administration to the final group of respondents.

Data Gathering Procedure - After the researcher-made instrument was validated, the researcher provided sufficient copies to accommodate all the respondents. Concurrently, the researchers prepared a letter of request to the school district supervisor. The researcher delivered the letter of request and copies to the school district supervisor. During the delivery, the researcher explained the details to assist them in completing the questionnaires. The questionnaires or data were gathered and answered for seven days. The results of the retrieved questionnaire copies were tabulated and treated correctly. Subsequently, the data were analyzed and interpreted using the most appropriate statistical procedures.

Statistical Treatment of the Data - To treat the data, this study used descriptive statistics such as frequency, percent distribution, and weighted mean to determine the profile of the respondents, qualities of the school head, respondents' adherence to the principle of supervision, the function of supervision, and problems encountered along supervision. Moreover, WarpPLS ver. 7.0 was used to determine if the identified variables were significant. For the interpretation of the response to challenges in business, both internal and external, and the beneficiaries' satisfaction, a 5-point Likert-type scale was used.

Ethical Considerations - The purpose of this study was discussed personally by the researcher and their

respondents. Moreover, the researcher gave informed consent to their participants and got their approval before the data-gathering procedure. Also, this study protected the respondents' personal information. Lastly, to properly cite the different studies and literature used in this study, the researcher followed the APA format, 7th edition.

3. Results and Discussions

As reflected in Table 2, 40 % of the highest category of school heads hold a Master of Education (MAEd) degree. The low percentage of school leaders obtaining or seeking doctoral degrees (Ed.D./Ph.D.) or CARMA (Candidate for a Master's Degree) corresponds with research indicating numerous obstacles that hinder educators from pursuing doctoral study. School leaders hold a master's degree, but pursuing doctoral degrees is hindered by time constraints, financial challenges, insufficient institutional support, and varying levels of intrinsic motivation. Addressing these barriers is essential to encourage more educators to engage in doctoral studies, thereby enhancing leadership within the educational sector (Burton, 2020; Rbarks, 2023; Greene et al., 2020). Moreover, the Table reveals that the most frequently held position among the respondents is Head Teacher III, with 18 individuals, accounting for 25.7% of the sample.

Table 2
Distribution of School Heads' Profile (n=70)

Highest Educational Attainment	Frequency	Percent
Bachelor's Degree	17	24.3
With MA units	2	2.9
CARMA	9	12.9
MAEd Graduate	28	40.0
With Ph.D. units	1	1.4
CARDO	3	4.3
Ed.D./Ph.D. Graduate	9	12.9
Others	1	1.4
Total	70	100
Current Position		
Head Teacher I	17	24.3
Head Teacher II	14	20.0
Head Teacher III	18	25.7
Principal I	5	7.1
Principal II	5	7.1
Principal III	9	12.9
Principal IV	2	2.9
Total	70	100
Current Performance Rating		
Outstanding	55	78.6
Very Satisfactory	14	20.0
Satisfactory	1	1.4
Total	70	100
Length of Experience as a School Head		
1 – 5	11	15.7
6 – 10	34	48.6
11 – 15	10	14.3
16 – 20	3	4.3
21 – 25	1	1.4
26 – 30	5	7.1
31 and above	6	8.6
Total	70	100
In-Service Training Attended		Percent
District	23	32.9
School	5	7.1
Division	7	10.0
National	9	12.9
Regional	4	5.7
International	16	22.9
Not Indicated	6	8.6
Total	70	100

In contrast, the least represented position is Principal IV, with only 2 individuals, making up 2.9% of the total.

This highlights a notable disparity in the distribution of positions, with Head Teacher III being the most common and Principal IV being the least common among the respondents. The observed imbalance in the distribution of positions, with Head Teacher III roles being the most prevalent and Principal IV roles the least, may reflect the hierarchical structure within educational institutions. Typically, more positions are available at the head teacher level compared to higher administrative roles like Principal IV, leading to more individuals occupying these positions. This structure aligns with findings from the National Center for Education Statistics, which indicate that leadership roles in education often have a tiered distribution, with fewer positions available at higher levels (NCES, 2023). In addition to the distribution of school heads' latest performance ratings based on their IPCRF. The performance ratings of the 70 individuals reveal that 78.6% achieved an outstanding rating, marking it as the highest category in frequency and proportion. Conversely, the satisfactory rating is the lowest, with only one individual, 1.4%, receiving this evaluation. This distribution underscores a trend of high performance among the majority, suggesting effective instructional supervision practices in fostering excellence. In the Philippine context, the Department of Education's competency framework positions instructional supervision as a key criterion for evaluating school heads (Cabigao, 2019). Adequate supervision in mentoring, monitoring, and instructional planning emerged as strong predictors of high-performance ratings. Complementing this, it was highlighted that teachers' positive perceptions of a school head's supervisory role enhance morale and teaching effectiveness, further elevating the leader's performance assessment (Mette et al., 2017).

Moreover, the distribution of school heads' length of experience as a school head indicates that the distribution of school heads' length of experience reveals a predominance of leaders with relatively short tenures. 48.6% have 6 to 10 years of experience; 15.7% have 1 to 5 years of experience. 1.4% is 21 to 25 years. Overall, the data highlight that most school heads are relatively new to their roles, which may affect the depth of instructional leadership expertise in their schools. The predominance of school heads with short tenures (1–10 years) aligns with studies highlighting the link between leadership experience and instructional expertise. It emphasizes that less experienced leaders may lack the depth of skills needed for adequate instructional supervision (Leithwood et al., 2020). Additionally, seasoned school heads demonstrate stronger mastery in instructional supervision, including classroom observations, feedback, and mentoring, fostering a culture of improvement and accountability (Montales & Digo, 2024). They establish systems for reflective practice and professional dialogue, enhancing instructional outcomes.

Lastly, regarding the types of training and seminars attended by school heads, the data indicate that school heads predominantly favor district and international in-service training programs, with 32.9% and 22.9% participation rates, respectively. In contrast, regional and school-based training programs are less favored, with participation rates of 5.7% and 7.1%, respectively. Supporting this observation, a study assessing school-based in-service training (INSET) for school heads and teachers in Southern Leyte, Philippines, found that well-designed school-based INSET programs, tailored to the specific contexts of teachers' work, significantly enhance their pedagogical skills and teaching techniques. The study concluded that such programs are crucial for making teaching-learning more meaningful for students (Mantilla et al., 2024). Additionally, research on the leadership practices of school heads in the Philippines revealed that effective leadership, encompassing planning, organizing, controlling, commanding, and coordinating, is essential for improving teacher performance. The study highlighted that while school heads' leadership practices are very high, there is no significant relationship between these practices and teachers' performance, suggesting that other factors may also influence teacher effectiveness (Aquino et al., 2021). These findings underscore the importance of providing school heads with diverse and contextually relevant training opportunities to enhance their leadership capabilities and improve educational outcomes. The Philippines' Department of Education (DepEd) prioritizes localized and centralized trainings for school heads and teachers, aligning with NEAP's professional development frameworks to address specific needs and national educational goals.

Table 3 reveals that school heads demonstrated exceptional qualities across various aspects, with an overall mean of 4.73. These findings emphasize the robust leadership qualities of school heads, which align with the principles of transformational leadership. Among the presented indicators, the ability to handle feedback gracefully

and professionally received the highest weighted mean of 4.83, underscoring their openness to constructive criticism and commitment to self-improvement. Conversely, viewing problems as temporary and surmountable obtained the lowest weighted mean of 4.57, though it still reflects a very high extent of resilience and problem-solving capabilities. Overall, the school heads exhibited these traits to a very high extent, with an overall weighted mean of 4.73. A systematic review of international literature indicates that transformational school leadership positively impacts school staff and culture, leading to increased motivation and a more positive school environment. Additionally, research has shown that transformational leadership enhances organizational resilience by fostering collective teacher efficacy, strengthening the school's ability to adapt and thrive amid challenges (Zadok et al., 2024). These studies support the notion that the qualities exhibited by the school heads, as reflected in Table 3, are integral to effective leadership and organizational resilience in educational contexts.

Table 3*Mean Extent of the Qualities of School Head*

Item No.	Qualities of the School Head	Weighted Mean	Interpretation
1	As a school head, I could see things from other people's perspectives	4.79	Very High Extent
2	learn from every experience	4.74	Very High Extent
3	acquire focus thinking	4.71	Very High Extent
4	view problems as temporary and surmountable	4.57	Very High Extent
5	handle feedback with grace and professionalism	4.83	Very High Extent
6	focus on continually improving my subordinates	4.76	Very High Extent
Composite Mean		4.73	Very High Extent

Scale: 4.50-5.00—Very High Extent; 3.50-4.49—High Extent; 2.50-3.49—Moderate Extent; 1.50-2.49—Low Extent; 1.00-1.49—Very Low Extent

Table 4*Mean Level of Adherence to the Principles of Instructional Supervision*

Item No.	Adherence to the Principles of Instructional Supervision	Weighted Mean	Interpretation
1	As a school head, I am constructive and creative in promoting a sense of community within the school	4.81	Very High Level
2	am democratic in my communication style, being open and transparent with all members of the school community	4.84	Very High Level
3	rely upon the collective resources of the group rather than upon the efforts of the supervisor alone.	4.73	Very High Level
4	based upon professional rather than personal relationships	4.73	Very High Level
5	am ultimately concerned with supervision to make more nearly possible the attainment of children's approved educational goals	4.79	Very High Level
6	promote the growth of teachers by developing their special strengths	4.83	Very High Level
7	am concerned with the personal welfare of teachers and with good intra-staff relations	4.86	Very High Level
Composite Mean		4.80	Very High Level

Scale: 4.50-5.00—Very High Level; 3.50-4.49—High Level; 2.50-3.49—Moderate Level; 1.50-2.49—Low Level; 1.00-1.49—Very Low Level

Table 4 reveals the level of adherence to the principles of instructional supervision. The results of these data indicate a school head who exhibits a very high level of adherence to the principles of instructional supervision, with a strong emphasis on fostering positive relationships and teacher welfare. The highest-rated statement, "I am concerned with the personal welfare of teachers and with good intra-staff relations," underscores the leader's priority of creating a supportive and harmonious work environment at 4.86. On the other hand, the lowest-rated items rely upon the group's collective resources rather than the supervisor's efforts alone. They are based upon professional rather than personal relationships with a weighted mean of 4.73, though still high, indicating areas where the leader may place slightly less emphasis. The overall mean rating of 4.80, indicating a very high level of adherence to instructional supervision principles, reflects a school culture rooted in professionalism, mutual respect, and a shared commitment to educational excellence (Sterrett, 2020).

Table 5 reveals the mean level of importance of instructional supervision function in terms of professional

leadership and improvement of teaching. As part of professional leadership, instructional supervision is pivotal in promoting collaboration, professional growth, and instructional focus within schools. The composite mean score of 4.78, indicating a “very high level” of professional leadership practices, aligns with the idea that school heads who focus on instructional leadership build a collaborative culture, which is crucial for enhancing teaching practices and improving student achievement (Mora-Ruano et al., 2021; Gading, 2024). In addition, the statement emphasizes the importance of professional growth through reflective dialogues and continuous learning opportunities. By supporting teachers in these areas, school heads contribute to individual professional development and overall institutional growth (Ohayon & Albulescu, 2022). This collective focus on professional leadership, collaboration, and growth shows how school heads, through effective instructional leadership, can positively impact both the teachers' development and the school's educational outcomes.

Moreover, in terms of improvement of teaching, the findings reveal that the school heads' actions are highly impactful, with the highest score recorded for assigning teachers appropriately to ensure a balance of skills and experience across the curriculum, scoring 4.91, representing a very high level. In contrast, the lowest mean score, although still indicating a very high extent of engagement, was for holding conferences and trainings using audio-visual equipment, with a score of 4.53.

Table 5

Mean level of Importance of Instructional Supervision Function in terms of Professional Leadership and Improvement of Teaching

Professional Leadership		Weighted Mean	Interpretation
No.	As a school head, I		
1	conduct teachers' regular meetings	4.91	Very High Level
2	offer workshops, seminars, and informal study groups	4.73	Very High Level
3	visit experimental centers, educational clinics, and social agencies	4.53	Very High Level
4	organize continuous teachers' activity.	4.77	Very High Level
5	provide continuous exchange of professional ideas and the free flow of professional and technical information on matters both of broader educational policy and more specific classroom application	4.81	Very High Level
6	establish an educational environment in the school, which is democratic, liberal, receptive to new ideas	4.84	Very High Level
7	observe teachers' focus on their instructional practices, not their personality or style	4.89	Very High Level
Composite Mean		4.78	Very High Level
Improvement of Teaching		Weighted Mean	Interpretation
No.	As a school head, I		
1	assign teachers correctly to ensure a balance of skills and experience across the curriculum	4.91	Very High Level
2	observe teachers at work and issue classroom observation tools	4.73	Very High Level
3	hold teachers' conferences and trainings on using audio-visual equipment and materials	4.53	Very High Level
4	conduct demonstration teaching with the use of modern techniques, strategies, and approaches	4.77	Very High Level
5	systematically use diagnostic testing programs	4.81	Very High Level
6	organize special classes for pupils who need or can benefit from special instruction.	4.84	Very High Level
7	create a collaborative environment where teachers can share ideas, learn from each other, and feel empowered to take risks.	4.89	Very High Level
Composite Mean		4.78	Very High Level

Scale: 4.50-5.00—Very High Level; 3.50- 4.49- High Level; 2.50-3.49- Moderate Level; 1.50-2.49 –Low Level; 1.00-1.49—Very Low Level

The composite mean of 4.78 further supports the overall decisive leadership actions the school head took to enhance teaching quality. The finding that shows a positive impact of transformational school leadership is evident in staff motivation and school culture, noting that such leadership fosters collaboration and enhances educational outcomes. The significance of the instructional supervision function in supporting teacher development is seen in Table 6. With the highest weighted mean of 4.90, which is defined as "very high extent," for offering in-service training, the data demonstrate a significant commitment on the part of school leaders to support teacher growth through instructional supervision. The focus on encouraging teachers to use their free time for intellectual and

artistic development is seen from the lowest mean, 4.71, which is still within the "very high extent" category. The composite mean of 4.82 indicates that the school heads' methods for encouraging teacher development are generally very successful. Teachers' professional development is greatly aided by school leadership. It was discovered that a composite mean score across a range of leadership behaviors demonstrated a high degree of effectiveness, indicating a strong association with teachers' evaluations of leadership traits, including empowerment and collaboration. Building relationships, trust, and working together are crucial for increasing teachers' collective efficacy (Voelkel et al., 2024; Lin et al., 2022).

Table 6

Mean Level of Importance of Instructional Supervision Function in Terms of Aiding Teacher Growth and Supervisory Task

Aiding Teacher Growth		Weighted Mean	Interpretation
No.	As a school head, I		
1	am aware of the special interests, plans, and ambitions of teachers and professional growth	4.86	Very High Level
2	assign promising or talented teachers to special responsibilities in the direction of the school program	4.84	Very High Level
3	encourage teachers to use their leisure time for study and the cultivation of intellectual and aesthetic interests	4.71	Very High Level
4	conduct in-service trainings	4.90	Very High Level
5	observe teachers at work regularly	4.80	Very High Level
6	build strong group morale, and to unify teachers into an effective term	4.80	Very High Level
7	create a collaborative environment where teachers can share ideas, learn from each other, and feel empowered to take risks	4.83	Very High Level
Composite Mean		4.82	Very High Level
Supervisory Task			
No.	initiate improvements in teaching techniques and methods	4.86	Very High Level
1	ascertain that the curriculum fits the needs of pupils	4.84	Very High Level
2	direct teachers to motivate pupils to learn at their optimal levels	4.71	Very High Level
3	provide teachers the opportunity to individualize programs	4.90	Very High Level
4	direct teachers to coordinate and articulate the subject matter taught at each grade level	4.80	Very High Level
5	assist teachers in diagnosing pupils' learning difficulties and plan effective remedial instruction	4.80	Very High Level
6	address performance issues in a timely and appropriate manner	4.83	Very High Level
Composite Mean		4.82	Very High Level
Guiding Staff and Community Relations			
No.	As a school head, I		
1	serve as a model school staff	4.89	Very High Level
2	recognize and reward merit	4.90	Very High Level
3	help teachers with their professional problems and be responsive to their personal needs	4.90	Very High Level
4	support and strengthen the parent and teacher partnership and extend the school program to the community	4.86	Very High Level
5	encourage teachers to assume positions of civic responsibilities	4.90	Very High Level
6	protect teachers from unreasonable demands by the public on their time and energy and from unwarranted criticisms	4.93	Very High Level
7	work to make sure the community understands our school programs and can help us succeed	4.91	Very High Level
Composite Mean		4.90	Very High Level

Scale: 4.50-5.00—Very High Level; 3.50-4.49—High Level; 2.50-3.49—Moderate Level; 1.50-2.49—Low Level; 1.00-1.49—Very Low Level

The significance of instructional supervision functions to supervisory responsibilities is displayed in the table above. The data show that giving teachers the chance to customize programs received the highest weighted mean of 4.90, indicating the mean level of importance of instructional oversight responsibilities. The duty of guiding teachers to encourage pupils to learn at their best levels received the lowest weighted mean of 4.71. School heads prioritize instructional supervision responsibilities, as evidenced by the total composite mean of 4.82 for all supervisory tasks. The results of recent studies show that proactive school administrators who provide the required resources, provide feedback, and encourage teacher growth, leading to higher teacher satisfaction and performance,

further validate this high regard for instructional oversight. The importance of instructional supervision is highlighted by the link between enhanced teaching effectiveness and school principals' leadership abilities. It has been demonstrated that school administrators' supervision and evaluation of instructors favorably impact students' academic achievement (Go & Eslabon, 2023).

Moreover, in terms of guiding staff and community relations, the school head demonstrates exemplary leadership in guiding staff and fostering community relations, achieving a composite mean of 4.90, "very high level". The highest-rated indicator, 4.93, reflects a strong commitment to protecting teachers from unreasonable demands and criticisms, ensuring their well-being. The lowest-rated indicator, 4.86, though still very high, suggests a minor opportunity to enhance parent-teacher partnerships and community engagement further. Overall, the school head supports staff, recognizes merit, and builds strong school-community relationships. Leadership practices such as sharing leadership roles, promoting social interaction, and involving teachers in decision-making processes positively influence teachers' organizational commitment. This collaborative approach supports teachers and contributes to a more cohesive and motivated teaching staff. Moreover, positive school leadership practices are crucial in improving teacher well-being. When school leaders actively support their teachers and create a positive working environment, it enhances educators' job satisfaction and overall well-being (Cann et al., 2021).

Table 7

Extent of Instructional Supervision Problems Encountered by the Respondents

Problems Encountered		Weighted Mean	Interpretation
No.	As a school head, I		
1	deeply understand the challenge of balancing a busy school calendar while making sure teachers have enough time to supervise students	4.60	Very High Extent
2	am aware of the challenges posed by teachers' negative attitudes	4.20	High Extent
3	recognize the difficulty of motivating teachers to embrace new teaching methods and innovations	4.10	High Extent
4	constantly face the challenge of insufficient modern equipment and facilities	4.27	High Extent
5	am concerned about the over-reliance on classroom visits as the sole method of instructional supervision	4.09	High Extent
6	engaged too much in the office and paperwork	4.43	High Extent
7	fail to conduct a pre-post conference before and after observing teachers at work	3.90	High Extent
Composite Mean		4.23	High Extent

Scale: 4.50-5.00- Very High Extent; 3.50- 4.49- High Extent; 2.50-3.49- Moderate Extent; 1.50-2.49 –Low Extent; 1.00-1.49- Very Low Extent

Table 7 shows the level of instructional supervision problems encountered by the respondents. The data provide an insightful interpretation of the problems encountered by school heads in the conduct of instructional supervision, balancing a busy school calendar while ensuring teachers have sufficient time for student supervision stands out as the most pressing issue with the highest weighted mean of 4.60, interpreted as a "very high extent," the issue of failing to conduct pre- and post-conferences before and after observing teachers at work received the lowest weighted mean of 3.90. However, it is still classified as a "high extent" problem. The data reveal that school heads face a substantial range of challenges, with an overall weighted mean of 4.23, interpreted as a "high extent." These findings emphasize the need to prioritize interventions, particularly those that address time management and scheduling difficulties, as they represent the most significant barriers to adequate instructional supervision. Similarly, Kenya found that 88.5% of school principals had teaching duties alongside administrative responsibilities, consuming most of their time and impeding adequate instructional supervision (William & Ligembe, 2022).

Table 8 shows the mean level of proficiency for the school heads' instructional supervision in terms of developmental supervision. The weighted mean of 4.90 reflects their perceptions and thoughts regarding difficulties. This indicates that school heads are proficient in constructively discussing challenges and outlining conditions and consequences for improvement, as evidenced by the weighted mean of 4.79. Although slightly lower, it still reflects a very high level of proficiency. The overall composite value of 4.84 reinforces the high

standard of developmental supervision among school heads. The teachers' quality was greatly influenced by school heads' supervision and performance evaluation skills (Go & Esalabon, 2023).

Furthermore, there was a substantial correlation between teachers' innovative work behavior and their job competency. This suggests that school heads who effectively supervise education create an environment that supports teachers' creativity and competence. These findings are consistent with the data, which showed that school heads had a composite mean of 4.84, indicating a high degree of competency in developmental supervision. This high skill level probably helps teachers perform better and act more creatively, eventually improving student learning results.

Table 8

Mean Level of Proficiency of the School Heads' Instructional Supervision in Terms of Developmental Supervision and Differentiated Supervision.

Developmental Supervision		Weighted Mean	Interpretation
No.	As a school head, I		
1	listen by saying nothing, perhaps nodding my head to indicate attention, and waiting for the teacher to finish talking	4.87	Very High Level
2	allow the teacher to talk at greater length about other factors that may be part of the problem	4.86	Very High Level
3	Offer my perceptions and thoughts about the complex matters	4.90	Very High Level
4	demonstrate by physically showing the teacher how she might act	4.81	Very High Level
5	solve the problem by initiating the discussion with statements aimed	4.81	Very High Level
6	reinforce by delineating the conditions and consequences for teacher improvement	4.79	Very High Level
7	recognize and celebrate teachers' achievements to boost morale and motivation	4.84	Very High Level
Composite Mean		4.84	Very High Level
Differentiated Supervision			
No.	As a school head, I		
1	allow teachers to choose the supervisory option that is appropriate to them	4.74	Very High Level
2	require a hands-on involvement by both the supervisor and the teacher	4.84	Very High Level
3	re-channel my attention and efforts to my other critical roles in school	4.80	Very High Level
4	promote a more agreeable school atmosphere	4.87	Very High Level
5	encourage professional exchange and communication	4.86	Very High Level
6	promote increased motivation in attaining instructional goals	4.87	Very High Level
7	provide a better response to the individual needs of teachers	4.83	Very High Level
Composite Mean		4.83	Very High Level

Scale: 4.50-5.00- Very High Level; 3.50-4.49-High Level; 2.50-3.49- Moderate Level; 1.50-2.49 –Low Level; 1.00-1.49- Very low level

Furthermore, in terms of differentiated supervision, the highest weighted mean score of 4.87, which is considered a "very high level," was noted for both promoting a more agreeable school atmosphere and increasing motivation in attaining instructional goals. These results demonstrate that school administrators excel in fostering a supportive environment and inspiring teachers to achieve their objectives. To allow teachers to choose the supervisory option that is appropriate to them, the lowest weighted mean score of 4.74, which is also considered a "very high level," was noted. This implies that there is still opportunity for development in terms of giving teachers more autonomy over their monitoring. Classified as a "very high level," the total composite mean of 4.83 indicates a consistently high level of skill in instructional supervision using varied techniques. The results are consistent with previous studies on educational leadership and differentiated supervision. Highlights how to use diversified supervisory strategies gives teachers some control over their professional development decisions while allowing leaders to concentrate their time and efforts on those who need help the most (McGhee, & Stark, 2021).

Table 9*Mean Level of Proficiency of the School Heads' Instructional Supervision in Terms of Clinical Supervision and Informal Supervisor*

Clinical Supervision		Weighted Mean	Interpretation
No.	As a school head, I		
1	see to it that teachers are capable of analyzing their teaching performance	4.77	Very High Level
2	provide input on ways to improve their teaching	4.90	Very High Level
3	provide feedback to improve	4.83	Very High Level
4	guide the instructional strategies of the teacher	4.84	Very High Level
5	encourage teachers to cooperate toward achieving common objectives	4.80	Very High Level
6	influence teaching behavior to a greater degree	4.77	Very High Level
7	allow for objective feedback which leads to improved results	4.86	Very High Level
Composite Mean		4.82	Very High Level
Informal Supervision			
No.	As a school head, I		
1	welcome unplanned conversations where two professionals share insights and experiences related to their work	4.89	Very High Level
2	hold causal encounters that occur between supervisors and teachers and are characterized by frequent informal visits to teachers' classrooms, conversations with teachers about their work, and other informal activities	4.83	Very High Level
3	assist department heads in motivating teachers, monitoring instruction and keeping them informed about instruction in the school	4.86	Very High Level
4	encourage informal conversations where two professionals share insights and experiences related to their work	4.83	Very High Level
5	give positive feedback to teachers	4.86	Very High Level
6	pay attention to non-verbal cues to understand the employee's emotions and reactions	4.79	Very High Level
7	use "I" statements to express my perspective without sounding accusatory	4.72	Very High Level
Composite Mean		4.83	Very High Level

Scale: 4.50-5.00- Very High Level; 3.50-4.49-High Level; 2.50-3.49- Moderate Level; 1.50-2.49 –Low Level; 1.00-1.49- Very Low Level

Table 9 shows the level of proficiency of the school heads' instructional supervision in terms of clinical and supervisory supervision. The data highlight the mean level of proficiency of school heads' instructional supervision in terms of clinical supervision, indicating a consistently strong performance in all areas. The highest proficiency observed in the area provides input on improving their teaching with a weighted mean of 4.90, interpreted as a very high level. The areas where teachers can analyze their teaching performance and influence teaching behavior to a greater extent exhibit the lowest proficiency, with a weighted mean of 4.77, which is still considered a very high level. The composite mean of 4.82 reflects a very high overall proficiency in clinical supervision. This shows that school heads consistently demonstrate high proficiency levels in clinical supervision, effectively supervising, guiding, and supporting instructional practices, ensuring positive outcomes in teaching performance. School heads highly skilled in clinical supervision positively influence teachers' teaching proficiency and students' mastery learning performance. The study concludes that proficient clinical supervision by school heads leads to improved instructional practices and enhanced student outcomes (Dagpin, 2022). This correlation underscores the critical role of school heads in providing adequate clinical supervision to elevate teaching quality and student achievement.

The school heads' proficiency in informal supervision shows a composite mean of 4.83, highlighting their openness to spontaneous professional interactions and emphasizing their importance in improving instructional quality (Rizada, 2024). The highest-rated item, "welcoming unplanned conversations," with a score of 4.89, underscores its importance as a key aspect of informal supervision. This practice fosters the sharing of insights and experiences between professionals, creating opportunities for reflection, mutual learning, and professional growth (Pylväs et al., 2022). The lowest-rated aspect, "using 'I' statements to express perspectives," with a score of 4.72, while still very high, indicates a slight area for improvement in non-confrontational communication. This finding aligns with a study that emphasizes the value of "I" statements in reducing perceptions of hostility, fostering

trust, and improving relationships. Focusing on the speaker's feelings and experiences, rather than assigning blame, "I" statements create a more constructive and collaborative communication environment crucial for effective leadership and conflict resolution (Rogers et al., 2018).

Table 10

Mean Level of Proficiency of the School Heads' Instructional Supervision in Terms of Formal Supervision and Informal Supervision

Formal Supervision		Weighted Mean	Interpretation
No.	As a school head, I		
1	encourage individual initiative or collaborative efforts among pairs or teams of teachers working together to solve problems	4.86	Very High Level
2	support collaborative projects that allow teachers to share best practices	4.91	Very High Level
3	establishing relationships between cause and effects	4.89	Very High Level
4	am committed to systematically gather evidence about the nature of a particular problem	4.89	Very High Level
5	have the ability to ask questions	4.86	Very High Level
6	encourage a culture of continuous improvement and professional growth	4.89	Very High Level
7	foster open communication and a supportive environment for teachers	4.90	Very High Level
Composite Mean		4.89	Very High Level
Direct Assistance			
No.	As a school head, I		
1	direct assistance to teachers as it continuously focuses on the improvement of classroom instruction	4.86	Very High Level
2	occur when the supervisor effectively provides the practices and challenges of school-based supervision feedback for individual teachers	4.91	Very High Level
3	provide feedback to teachers and make sure they are not feeling isolated but is an essential part of a team-oriented staff	4.89	Very High Level
4	am goal-oriented and committed to providing support and fostering improvement	4.89	Very High Level
5	provide teachers with a pre-conference, observation and post-conference, as well as study the effectiveness of this method	4.86	Very High Level
6	have open communication and a supportive environment for teachers	4.89	Very High Level
7	share examples of effective teaching practices from other teachers or schools	4.90	Very High Level
Composite Mean		4.88	Very High Level
Collaborative Supervision			
1	advocate for collaborative approaches based on the 'critical friend' process	4.89	Very High Level
2	use critical friends to offer insightful feedback and support for individuals – a student, a teacher, or an administrator or to a group	4.79	Very High Level
3	a critical friend is a trusted individual who asks thought-provoking questions, shares alternative perspectives through data, and offers friendly critiques of one's work	4.77	Very High Level
4	help teachers expand their repertoire of teaching styles, exploring untapped resources within themselves	4.80	Very High Level
5	provide opportunities to refine teaching skills through immediate feedback and through experimentation with alternate strategies as a result of the informal evaluation	4.91	Very High Level
6	support teachers in implementing differentiated instruction to meet the needs of all students.	4.83	Very High Level
7	involve teachers in decision-making processes related to instruction and professional development.	4.76	Very High Level
Composite Mean		4.82	Very High Level

Scale: 4.50-5.00- Very High Level; 3.50-4.49-High Level; 2.50-3.49- Moderate Level; 1.50-2.49 –Low Level; 1.00-1.49- Very Low Level

The data reflected in Table 10 is a "very high level" of performance across all indicators of formal supervision by the school heads. Among the items evaluated, the highest-rated aspect is the support for collaborative projects that allow teachers to share best practices, with a weighted mean of 4.91. This indicates that school heads foster teacher collaboration and knowledge-sharing (Hsieh et al., 2024).. Conversely, the lowest-rated indicators, scoring 4.86, encourage individual initiative or collaborative efforts and the ability to ask questions. While these scores are still within the "very high level" category, they suggest areas for slight improvement compared to the other indicators (Go & Eslabon, 2023). The composite mean of 4.89 underscores the overall effectiveness of the school heads' supervision, demonstrating exceptional leadership and a strong commitment to promoting a collaborative

and supportive teaching environment (Rizada, 2024).

Table 10 shows that school heads demonstrate exceptional proficiency in direct assistance, with an overall composite mean of 4.88, “very high level”. The highest-rated area provides effective feedback and supervision (4.91), while improving classroom instruction and using pre-conference methods received the lowest rating (4.86). This highlights their strong commitment to supporting and enhancing teaching practices. Regular instructional supervision by school heads, through direct teacher assistance, led to improvement in lesson preparation, punctuality, and engagement in school-community relations (Ampofo et al., 2019). This aligns with the current findings, where school heads’ effective feedback and supervision practices received the highest weighted mean of 4.91, indicating a substantial positive impact on teaching practices.

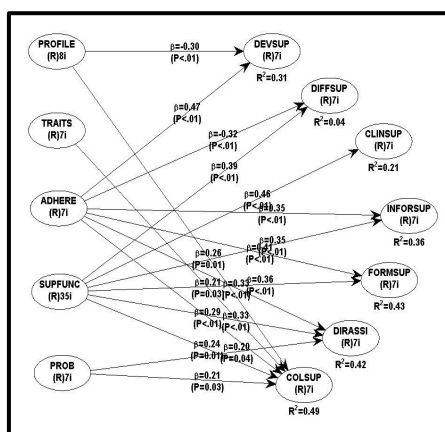


Figure 1. The Emerging Model of Level of Proficiency on Instructional Supervision

The structural equation modeling generates a new model, as presented in Figure 1. The emerging model discloses that profile affects developmental and collaborative supervision, qualities of the school head affect collaborative supervision, and direct assistance contributes to these effects. Meanwhile, adherence to supervision principles reveals a connection to the level of the school heads’ proficiency in instructional supervision, except in clinical supervision. The extent of the importance of the function of instructional supervision (SUPFUNC) showed a connection to school heads’ proficiency in instructional supervision, except in developmental supervision. The combined independent variables contribute to the highest percentage of variability, 0.49, in collaborative supervision. In contrast, the lowest percentage of variability, 0.04, in differentiated supervision can be attributed to a small degree of adherence to supervision principles and the function of instructional supervision.

The abovementioned results lead to the rejection of the null hypothesis. Therefore, there is a statistically significant relationship between the variables under study. The precise estimates, statistical significance (p -values < 0.05), and meaningful relationships suggest that the variables reliably influence each other. Furthermore, considering inverse relationships and correlation among predictors provides a deeper understanding of the dynamics between the variables. Development supervision and collaborative supervision are significantly associated with the profile of school heads, highlighting the role of background and characteristics in these supervision styles. The importance of developmental supervision, which adapts to teachers’ individual needs and fosters professional growth (Gordon, 2023). The traits of school heads also revealed an effect on collaborative supervision. Leaders positively impact school staff and culture by promoting collaboration and shared leadership. This approach fosters a supportive environment for collaborative supervision (Barkman, 2015).

Adherence to supervision principles significantly affects the development and formal supervision. Structured developmental supervision models can effectively enhance supervisors’ professional growth and autonomy, and by systematically implementing these formal supervision principles, organizations can create a robust framework that supports the continuous professional development of practitioners (Milne & Reiser, 2017). Development supervision does not have a statistically significant impact on the importance of instructional supervision; other

levels of supervision play a critical role in influencing its perceived value. Supervisory functions positively and meaningfully contribute to the importance of instructional supervision. This underscores the need for educational leaders to prioritize and enhance these adequate supervisory levels to improve teaching practices and instructional outcomes. Despite its non-significant result, developmental supervision should not be overlooked but re-evaluated to identify potential gaps or alternative approaches for fostering teacher growth and instructional quality (Sun et al., 2023; McGhee & Stark, 2021). School heads' proficiency in instructional supervision and various educational outcomes, highlighting the significance of direct assistance and collaborative supervision. Emphasized was the necessity for a collaborative and trust-based approach to supervision, advocating for regular, continuous, and high-quality supervisory practices. They identified key supervisory tasks, including direct assistance and group development, essential for enhancing instructional quality (Basilio & Bueno, 2021).

Table 11 shows the action plan made by the researcher based on the important findings of this study. The action plan serves as a road map to enhance instructional supervision and ensure quality educational leadership for improved student outcomes. Instructional supervision is a crucial component of educational leadership that seeks to enhance teaching strategies and student learning results. Current research has emphasized the need for collaborative, trust-based supervision approaches in light of the evolving educational landscape. Consistent, continuous, high-quality supervision, supported by adequate funding and capacity building, is essential for effectively addressing 21st-century educational challenges (Basilio & Bueno, 2021). Giving teachers constructive criticism is another aspect of effective instructional monitoring. Principals' verbal comments during post-observation conferences, both in substance and quality, revealed that targeted and encouraging feedback can significantly improve instructional strategies (Lavigne et al., 2023). Additionally, the competence and dedication of teachers have been connected to the function of school heads in instructional monitoring. The significance of good leadership in creating a favorable learning environment by finding a significant association between school heads' supervisory practices and teachers' professional growth (Ditabla, 2023).

Table 11

Action Plan to Improve The School Head's Instructional Supervision

Strengths	Development Needs	Learning Objective	Intervention	Time Frame	Resources Needed	Persons Involved
High proficiency in handling feedback with grace and professionalism	Low involvement in decision-making related to instruction and professional development	Enhance decision-making skills related to instructional practices and professional development.	Organize leadership workshops and collaborative decision-making sessions	Every 3 months	Workshop facilitators, Training materials, Venue	School Heads, Training Facilitators
Very high level of adherence to supervision principles, particularly teacher welfare	Minimal focus on motivating teachers to use leisure time for intellectual growth	Promote a balanced approach to professional and intellectual development of teachers	Encourage programs focusing on teacher development during leisure time (e.g., book clubs, study groups)	Every 2 months	Time and space for activities, Facilitators, Materials for discussion	School Heads, Teachers, Facilitators

Strong leadership in guiding staff and fostering community relations	Limited focus on enhancing parent-teacher partnerships and community engagement	Strengthen parent-teacher relationships and community engagement	Initiate regular parent-teacher meetings, open houses, and community engagement events	Every 6 months	Event organizers, Communication tools, Parent-teacher meeting resources	School Heads, Parents, Community Leaders
High proficiency in collaborative supervision and immediate feedback	Low level of teacher involvement in decision-making regarding instructional practices	Increase teacher participation in decision-making processes regarding teaching methods	Implement regular teacher forums for collaborative decision-making in curriculum and instructional planning	Every 3 months	Meeting platforms (physical or digital), Facilitators	School Heads, Teachers
High importance placed on conducting in-service training	Limited focus on 'visiting experimental centers, educational clinics, and social agencies	Promote the value of external learning experiences like visits to experimental centers or agencies	Organize field trips or virtual tours to educational clinics and experimental centers for professional development	Every 4 months	Coordination with external centers, Transportation (for physical visits)	School Heads, Teachers, External Organizations
Strong focus on the professional growth of teachers	Insufficient strategies for motivating teachers to motivate students to learn at optimal levels	Enhance teacher motivation strategies to foster student engagement and optimal learning outcomes	Organize workshops on motivational techniques, student-centered teaching practices, and engagement strategies	Every 3 months	Trainers, Workshop materials, Motivational resources	School Heads, Teachers
High emphasis on individualizing teaching programs for teachers	Insufficient use of technology for teacher development (e.g., audio-visual equipment training)	Improve the integration of technology into instructional practices for both teachers and students	Provide training on the use of audio-visual equipment and other educational technologies	Every 2 months	Training materials, Equipment, Trainers	School Heads, IT Specialists, Teachers
Clear focus on developmental supervision and collaborative supervision	Time management issues in balancing school calendar with adequate teacher supervision time	Improve time management skills in balancing school activities and effective supervision	Implement time management workshops and reorganize supervision schedules to ensure adequate teacher observation time	Every 3 months	Time management tools, Scheduling tools, Trainers	School Heads, Teachers, Administrative Staff
Very high leadership in providing feedback and refining teaching skills	Limited participation in regional-level training programs	Encourage participation in regional-level training programs for broader exposure and knowledge sharing	Promote regional-level training opportunities through incentives and encouragement.	Every 4 months	Regional training schedules, Incentive programs	School Heads, Regional Education Authorities

4. Conclusions

Based on the findings, the following conclusions were presented: the majority of the school heads in the municipality of San Jose District hold a Master of Education (MAEd), are head teachers III, received an outstanding performance rating, served for 6-10 years as a school head, and attended district in-service training. The qualities of a school head show the ability to handle feedback with grace and professionalism. The level of adherence to instructional supervision principles reflects a school culture rooted in professionalism, mutual respect, and a shared commitment to educational excellence. The level of importance of the function of instructional supervision. In professional leadership, the school heads are highly effective in promoting a culture of collaboration and professional growth for effective school leadership. In improving teaching, the school heads create a collaborative environment and ensure the balance of skills and experience across the DepEd curriculum. In aid of teacher growth, the school heads assign talented teachers special responsibilities in the direction of the school program. In supervisory tasks, the school heads allow teachers to individualize different school programs. Leadership practices such as sharing leadership roles, promoting social interaction, and involving teachers in the decision-making process show the importance of instructional supervision in guiding staff and community relations. The problems encountered by school heads in the conduct of instructional supervision were balancing a school calendar and ensuring that teachers have sufficient time for student supervision.

The level of proficiency in the instructional supervision of the school heads is particularly skilled in addressing challenges constructively and creating a conducive environment for improvement. This reflects a strong commitment to fostering growth and development among teachers, maintaining high standards of instructional supervision, and effectively supporting educational excellence; the school heads excel in creating a positive school atmosphere and motivating teachers to achieve instructional goals. Furthermore, they effectively empower teachers by offering flexible supervisory options tailored to individual needs, and the school heads excel in providing constructive feedback to help teachers improve their teaching practices. While slightly less proficient in fostering teacher self-analysis and influencing teaching behaviors, their overall skills in clinical supervision remain exceptional. This reflects their strong capability to guide and support teachers in enhancing instructional quality. The school heads are open to informal conversations to build strong interpersonal and supervisory skills and foster a supportive professional environment. The school heads demonstrate their consistent commitment to fostering collaboration, professional growth, and continuous improvement among teachers; they strongly support and enhance teaching practices. The school heads show room for improvement in promoting participatory decision-making. The level of proficiency of instructional supervision of the school heads related to their profile, qualities as a school head, adherence to the principles of supervision, function of supervision, and problems encountered along supervision, significant effects are evident as proficiency levels considering developmental supervision and collaborative supervision were connected to the profile, the qualities of school heads also revealed an effect on collaborative supervision, adherence to supervision principles is significant to developmental and formal supervision, the importance of instructional supervision functions is only connected to developmental supervision and the rest of the supervision levels were found to have a significant connection with the importance of instructional supervision, except for direct help and collaborative supervision, there was no correlation between the respondents' issues and the way instructional supervision was conducted, and the school heads' level of expertise in this area. The action plan was presented to improve the head's instructional supervision.

Recommendations - Based on the findings and conclusions of the study, the following recommendations are drawn up: School heads may offer incentives like study leaves and scholarships, leadership mentoring, and professional development programs for building collaborative networks among their teachers. School heads may incorporate resilience training, foster a growth mindset, and establish peer support groups or mentorship programs among their teachers. Integrating emotional intelligence into their professional growth can enhance their ability to handle difficulties and cultivate a more resilient leadership style, ultimately improving their ability to approach problems with a flexible and upbeat attitude. School heads may prioritize teachers' personal well-being and staff relationships by implementing collaborative supervision models and regularly assessing the effectiveness of

supervision principles. This will lead to better teaching methods and a more engaging workplace. School heads may enhance instructional supervision and professional leadership by engaging with external resources, bridging technological gaps, and promoting teacher growth through in-service training programs and mentoring. School heads in instructional supervision, particularly balancing a busy school calendar and conducting pre- and post-conferences with teachers. To address these issues, it is recommended that school heads adopt strategic time management practices, prioritize professional development on effective supervision techniques, and embrace collaborative approaches to share responsibilities. Furthermore, providing additional resources and revising policies to allocate protected time for supervision could alleviate the burden on school heads. School heads' proficiency in collaborative supervision is high, but their ability to involve teachers in decision-making for instruction and professional development needs improvement. Thus, school heads may conduct regular forums and shared leadership training to foster inclusivity and improve the teaching quality of their teachers. The study emphasizes the need for developmental and collaborative supervision practices to improve school heads' instructional supervision proficiency. It is recommended that the school heads provide training programs to address technical and relational aspects, tailor workshops to strengthen leadership qualities, and consistently apply and capacity-building initiatives to reinforce adherence to supervision principles. The proposed action plan may be used to improve the school head's instructional supervision. Future researchers may use other variables that could similarly affect this study.

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