

Instructional Supervision and Teachers' Professional Practices in Pio V. Corpus District, Masbate Province Division

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Introduction

In the evolving landscape of education, enhancing teaching quality remains a global priority, with instructional supervision playing a pivotal role in shaping professional practices among educators. The quality of education significantly depends on the competencies of teachers and the leadership of school heads, both of which are central to student achievement and school success. In the Philippines, particularly in the context of 21st-century learning and the post-pandemic educational shift, there is an increasing emphasis on adequate instructional supervision as a vehicle for teacher empowerment, professional development, and improved educational outcomes.

Instructional supervision, as defined by the Department of Education (DepEd), is a structured support mechanism designed to guide teachers through professional growth by providing timely, relevant, and collaborative feedback. DepEd Order No. 24, s. 2020, which institutionalizes the Philippine Professional Standards for School Heads (PPSSH), underscores the crucial role school leaders play in sustaining teacher quality and learner performance. School heads are now expected to embody instructional leadership, a role that goes beyond compliance monitoring to include capacity building, mentoring, and fostering reflective teaching practices. This emphasis on instructional leadership inspires a sense of the potential impact of school heads on the educational landscape.

Existing literature affirms the positive correlation between instructional supervision and teaching efficacy. Haris and Ancho (2022) assert that instructional supervision directly supports human capital development, a vital driver of national progress. Sumapal and Haramain (2023) further emphasize that adequate supervision not only enhances teaching performance but also cultivates empowered and motivated educators who are instrumental in building equitable and resilient learning communities. Similarly, Warman (2022) and Arrieta (2021) acknowledge that school heads, as instructional leaders, serve as catalysts in curriculum implementation and the overall teaching-learning process. Moreover, Storm (2023) and Catcalin (2023) highlight the transformative potential of sustained supervision in honing teachers' pedagogical competence, lesson development, and subject mastery, offering a promising outlook for the future of education.

Regular instructional supervision is essential for sustaining teacher excellence and enhancing their professional practices, as it directly influences job satisfaction, instructional quality, and student learning outcomes (Baggay et al., 2021). School heads must consider various factors affecting teachers' motivation and performance, ensuring supportive environments that foster growth. Effective

instructional supervision involves not only observation and assessment but also the provision of necessary instructional materials and guidance, especially for new teachers, to strengthen planning, implementation, and evaluation processes (Ngole & Mkulu, 2021; Comighud et al., 2020). Furthermore, teachers must maintain a professional attitude characterized by competence, technological proficiency, and resourcefulness, all of which are nurtured through continuous supervision and capacity-building initiatives (Uy et al., 2024).

Despite numerous studies on instructional supervision and its impact on various educational domains, research explicitly correlating the instructional supervision practices of school heads with the professional practices of teachers remains scarce, particularly in localized settings such as the Pio V. Corpus District in the Division of Masbate Province. This gap poses a critical challenge, as the lack of empirical data impedes the development of targeted interventions that could enhance both supervisory practices and teacher professionalism.

Addressing this research gap, the present study explores the relationship between school heads' instructional supervision practices and teachers' professional practices in the Pio V. Corpus District. The study is anchored on the premise that adequate instructional supervision positively influences teachers' understanding of pedagogy, learner needs, professional responsibilities, and the socio-cultural context of their schools and communities. It also investigates how variables such as educational attainment, position, and years of service of both teachers and school heads may impact these dynamics.

Research Questions

This quantitative descriptive comparative correlational study, employing a structured questionnaire and statistical analysis, aims to answer the following research questions:

1. What is the professional profile of the school heads with reference to: highest educational attainment; position; and length of service as school head?
2. What is the professional profile of the teachers with reference to: highest educational attainment; position; and length of service?
3. What is the extent of instructional supervision applied to teachers with reference to: frequency of instructional supervision; teachers' guidance; teachers' support; and teachers' performance assessment?
4. What is the extent of teachers' professional practice with reference to: understanding teaching; understanding learners; understanding professional responsibilities; and understanding school and community culture?
5. Is there a significant difference in the extent of instructional supervision based on the school heads' profile?
6. Is there a significant difference in the level of teachers' professional practices when they are grouped according to their profile?
7. Is there a significant relationship between the school heads' instructional supervision and teachers' professional practices?

To test its hypotheses at a 0.05 level of significance, a commonly accepted threshold in research, the study addresses three null assumptions: that no significant difference exists in instructional supervision based on school heads' profiles, that teachers' professional practices do not significantly differ when grouped by profile, and that no significant relationship exists between school heads' supervision and teachers' professional practices.

This research addresses the critical need to enhance instructional supervision practices and elevate the quality of teaching within the district. This study aims to generate empirical evidence that can guide the development and institutionalization of effective supervision strategies. Such interventions are vital not only for fostering reflective teaching and professional growth among teachers but also for ensuring sustained academic achievement and promoting lifelong learning. The findings are expected to play a pivotal role in shaping policy and practice, contributing significantly to the ongoing advancement of educational standards in the Pio V. Corpus District and potentially serving as a model for other educational contexts.

Methods

This study employed a quantitative descriptive comparative correlational design to examine the relationship between school heads' instructional supervision and teachers' professional practices in the Pio V. Corpus District, Masbate Province. This design enabled the identification of group differences and relationships between variables, offering evidence-based insights to inform supervision practices and improve teachers' professional practices.

Data Collection

The data collection process was meticulous, involving two sets of validated survey questionnaires. The first set, focusing on instructional supervision, was adapted from Sumapal and Haramain's (2023) instrument, containing 30 items assessing the frequency of supervision, support, guidance, and performance assessment provided by school heads. The second set of questionnaires assessed teachers' professional practices based on the 2012 Characteristics of Professional Practice by Yonke. This tool examined four key domains: understanding of teaching, learners, professional responsibilities, and school and community culture. The professional practices instrument underwent expert review to align with the Philippine Professional Standards for Teachers (PPST) and Results-Based Performance Management System (RPMS). A pilot test involving 30 teachers from Tanque National High School yielded a Cronbach's alpha of 0.913, indicating excellent reliability.

Sampling

The study population comprised 182 elementary teachers and 18 school heads across 18 public elementary schools in the Pio V. Corpus District. Using Slovin's formula, 125 teachers were selected as respondents. A stratified random sampling technique was applied to ensure proportionate representation from Key Stage 1 (Kindergarten to Grade 3) and Key Stage 2 (Grades 4 to 6) levels. Inclusion criteria included employment in the Department of Education by school year 2022–2023 and willingness to participate. Teachers newly employed in the 2023–2024 school year, those unwilling to participate, or those uncomfortable with the subject matter were excluded. The duration of participation for each respondent was approximately 30–40 minutes.

Data gathering procedures followed a systematic protocol. Permission letters were submitted to the University of Southern Philippines' Graduate School Dean, the University Research Ethics Committee, the Schools Division Superintendent of Masbate Province, the Public Schools District Supervisor, and the respective school principals. Upon approval, the questionnaires were administered to the participants. After collection, responses were tabulated and forwarded to the statistician for analysis.

Statistical Tools

Statistical tools were employed to analyze the data. A simple percentage was used to describe the respondents' profiles. Weighted mean and standard deviation were applied to measure and compare responses on instructional supervision and professional practices. Analysis of variance (ANOVA) tested for significant differences based on profiles, while the coefficient of contingency measured the strength of the relationship between the two main variables.

Ethical considerations

Participants signed informed consent forms that clarified the study's objectives, procedures, risks, and confidentiality provisions. Participation was voluntary, with respondents allowed to withdraw at any time without penalty. Ethical approval was secured prior to data collection. To ensure data protection, physical questionnaires were stored securely and later shredded, while digital data were accessible only to the researcher and data analyst. No personally identifiable information was disclosed during reporting, ensuring anonymity and adherence to ethical research standards. No conflict of interest was declared by the researcher.

Through these rigorous procedures, the study not only maintained methodological rigor, transparency, and ethical integrity but also paved the way for potential evidence-based educational improvements. The findings of this study could inspire positive changes in instructional supervision practices, leading to a more professional and effective teaching environment.

Results

The results of the study outline the key findings on the professional profiles, instructional supervision practices of school heads, professional practices of teachers, and the statistical relationships among these variables.

Professional Profile of School Heads

The majority of school heads (72.22%) hold a Master's Degree with units, while 27.78% have completed a full Master's Degree. In terms of position, both Principals and Head Teachers each comprise 38.89% of the sample, while 22.22% are Teachers-in-Charge. Regarding their length of service, the most common range is 11–15 years (33.33%), followed by 6–10 years (27.78%) and 16 years & above (22.22%).

Professional Profile of Teachers

Among teachers, a significant proportion (79.2%) possess a Master's Degree with units. Only 8.8% have completed a Master's Degree, and a small number have a Doctorate Degree with units (4%). Nearly half (49.6%) hold the Teacher III position, while 33.6% are Teacher I. The most common range of teaching experience is 11–20 years (39.2%), followed by 0–10 years (28.0%).

Instructional Supervision Practices

The most frequently reported schedule of instructional supervision is quarterly (44.0%), followed by monthly (36.0%). Weekly and daily supervisions are less common at 18.4% and 1.6%, respectively.

Instructional Supervision Practices	Mean	Standard Deviation	Verbal Description	Quantitative Interpretation
Teachers' Guidance	3.67	0.45	Strongly Agree	Highly Evident
Teachers' Support	3.72	0.42	Strongly Agree	Highly Evident
Teachers' Performance Assessment	3.78	0.36	Strongly Agree	Highly Evident
Mean	3.72	0.41	Strongly Agree	Highly Evident

Table 1. Instructional Supervision Practices

Legend:	Range of Scores	Categorical Response	Qualitative Interpretation
	3.26 – 4.00	Strongly Agree	Highly Evident
	2.51 – 3.25	Agree	Evident
	1.76 – 2.50	Disagree	Less Evident
	1.00 – 1.75	Strongly Disagree	Not Evident

As reflected in *Table 1* the mean scores ranged from 3.67 to 3.78, all categorized as *Strongly Agree* and assessed as *Highly Evident*. The highest mean was noted in *Teachers' Performance Assessment* ($M = 3.78$), followed by *Teachers' Support* ($M = 3.72$) and *Teachers' Guidance* ($M = 3.67$). The composite mean for instructional supervision practices was 3.72 with a standard deviation of 0.41.

Teachers Professional Practices

Table 2. Teachers Professional Practices

Teaching Professional Practices	Mean	Standard Deviation	Verbal Description	Qualitative Interpretation
Understanding Teaching	3.95	0.19	Strongly Agree	Highly Evident
Understanding Learners	3.88	0.22	Strongly Agree	Highly Evident
Understanding Professional Responsibilities	3.85	0.26	Strongly Agree	Highly Evident
Understanding School & Community Culture	3.95	0.19	Strongly Agree	Highly Evident
Mean	3.91	0.22	Strongly Agree	Highly Evident

Legend:	Range of Scores	Categorical Response	Qualitative Interpretation
	3.26 – 4.00	Strongly Agree	Highly Evident
	2.51 – 3.25	Agree	Evident
	1.76 – 2.50	Disagree	Less Evident
	1.00 – 1.75	Strongly Disagree	Not Evident

As shown in *Table 2*, the mean scores for the four indicators of teaching professional practices ranged from 3.85 to 3.95, all falling under the category of *Strongly Agree* and interpreted as *Highly Evident*. Specifically, both *Understanding Teaching* and *Understanding School and Community Culture* received the highest mean of 3.95, followed by *Understanding Learners* ($M = 3.88$), and *Understanding Professional Responsibilities* ($M = 3.85$). The overall mean across all components was 3.91 with a standard deviation of 0.22.

Table 3. Significant Difference in the Extent of Instructional Supervision Based on the School Heads' Profile

Between the Extent of Instructional Supervision to:	F	p-value	Decision	Interpretation
Highest Educational Attainment	3.940	0.065	Accept Ho	Not Significant
Position	53.139	0.000	Reject Ho	Significant
Length of Service	39.254	0.000	Reject Ho	Significant

As shown in *Table 3*, when the extent of instructional supervision was analyzed based on the school heads' profile, a significant difference was found with respect to *Position* ($F = 53.139$, $p = 0.000$) and *Length of Service* ($F = 39.254$, $p = 0.000$). No significant difference was noted in terms of *Highest Educational Attainment* ($F = 3.940$, $p = 0.065$).

Table 4. Significant Difference in the Level of Teachers' Professional Practices when they are Grouped according to their Profile

Between the Level of Teachers Professional Practice to:	F	p-value	Decision	Interpretation
Highest Educational Attainment	61.168	0.000	Reject Ho	Significant
Position	38.435	0.000	Reject Ho	Significant
Length of Service	70.145	0.000	Reject Ho	Significant

Table 4 shows the analysis of the level of teachers' professional practices when grouped according to their profile. The results indicated significant differences in relation to *Highest Educational Attainment* ($F = 61.168$, $p = 0.000$), *Position* ($F = 38.435$, $p = 0.000$), and *Length of Service* ($F = 70.145$, $p = 0.000$).

Table 5. Coefficient of Correlation between School Heads' Instructional Supervision and Teachers' Professional Practices

Statement	r	p-value	Decision	Interpretation
between the schools' heads of instructional supervision and teachers' professional practices	.858* *	0.000	Reject Ho	Significant
**Correlation is significant at the 0.01 level (2tailed)				

Lastly, *Table 5* presents the correlation between school heads' instructional supervision and teachers' professional practices. The Pearson correlation coefficient was found to be $r = 0.858$ with a p-value of 0.000 , indicating a statistically significant relationship between the two variables at the 0.01 level.

Discussion

This study explored the relationship between school heads' instructional supervision and teachers' professional practices in the Pio V. Corpus District, Masbate Province, yielding insights that address the research questions and enrich educational literature.

The professional profiles of both school heads and teachers in the district suggest a workforce that is generally experienced and academically prepared. A notable majority of school heads (72.22%) hold a Master's Degree with units, while nearly 80% of teachers possess graduate units as well. These qualifications support the assumption that both groups are professionally equipped to engage in and benefit from effective instructional supervision.

In terms of the frequency of instructional supervision, the study shows that quarterly supervision is the most common schedule (44%), followed by monthly (36%). This pattern suggests a structured but not overly frequent approach to supervision, which may balance oversight with autonomy. Despite the moderate frequency, the instructional supervision practices—particularly in teacher performance assessment, support, and guidance—were found to be "Highly Evident" with a composite mean of 3.72. This result indicates that school heads are actively engaging in practices that foster professional growth among teachers.

Similarly, the level of teachers' professional practices was also rated as "Highly Evident" across all dimensions, with a composite mean of 3.91. The highest-rated components were "Understanding Teaching" and "Understanding School and Community Culture," both with a mean of 3.95. These findings underscore the strong professional foundation among the teachers in the district and suggest a high level of commitment to both instructional quality and community engagement.

Importantly, the analysis revealed that certain elements of school heads' profiles—specifically *position* and *length of service*—contributed to significant differences in the extent of instructional supervision. This implies that experience and role designation play critical roles in how supervision is implemented. Similarly, all examined elements of teacher profiles (educational attainment, position, and length of service) were found to significantly affect their professional practices. These findings highlight the importance of considering background factors when planning professional development initiatives or evaluating teacher performance.

The most notable result is the strong positive correlation ($r = 0.858$, $p < 0.01$) between instructional supervision by school heads and the professional practices of teachers. This suggests that effective instructional supervision is not merely an administrative function but a vital element in enhancing teaching quality. This finding aligns with prior studies (Villa et al., 2021; Zepeda, 2020), which emphasize that consistent and supportive supervision can foster a culture of continuous professional improvement among teachers.

Implications of these findings are multi-faceted. From a *theoretical* standpoint, the study reinforces the frameworks that link instructional leadership with teacher effectiveness. From a *practical* perspective, it underscores the need for school heads to be trained and empowered to conduct meaningful supervision. In terms of *policy*, the results support the integration of structured, regular, and supportive supervision practices into school leadership programs. Given the statistically significant impact of position and experience, future policies might consider differentiated training for newly appointed versus experienced heads.

However, this study is not without limitations. The use of self-reported data may have introduced response biases, and the sample was limited to one district, which may affect the generalizability of the findings. Future research could expand the scope to include multiple districts or use observational methods to triangulate findings.

In conclusion, the results of this study highlight the crucial role of instructional supervision in shaping the professional practices of teachers. They emphasize that targeted, supportive, and well-structured supervisory practices can lead to significant improvements in teaching performance, especially when school heads are well-prepared and experienced. These insights are essential for educational leaders, policymakers, and stakeholders aiming to enhance teaching quality and student outcomes.

Conclusion

This study aimed to determine the relationship between school heads' instructional supervision practices and teachers' professional practices in the Pio V. Corpus District, Division of Masbate Province. The research objectives were successfully achieved, as findings revealed a strong and statistically significant positive correlation between instructional supervision and professional practices. Supervision practices—particularly in performance assessment, support, and guidance—were found to be highly evident, and teachers consistently demonstrated high levels of professionalism across all measured domains.

The results also showed that the professional profiles of both school heads and teachers significantly contributed to their supervision practices and professional conduct. Specifically, the position and length of service of school heads, as well as the educational attainment, position, and experience of teachers, were all found to be significant factors.

Based on the findings, this study recommends enhancing the instructional leadership capacities of school heads through targeted professional development. It further advocates for the institutionalization of regular, supportive supervision practices aligned with national standards to ensure the sustained development of teacher competence and instructional quality. Future research may expand to other districts or adopt a mixed-methods approach to validate and enrich the findings.

Ultimately, the study reaffirms the critical role of effective instructional supervision in advancing teachers' professional growth and instructional effectiveness. By establishing a significant relationship between supervisory practices and teachers' professional performance, the research offers empirically grounded contributions to policy development, leadership practice, and the pursuit of enduring improvements in educational quality and student achievement.

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