

School Heads' Instructional Supervision and Its Influence to Teachers' Professional Development and Productivity

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ABSTRACT

This study determined the school heads' instructional supervision and its influence to teachers' professional development and productivity in the Schools Division of Antique, Philippines for the School Year 2024-2025. The respondents were 240 randomly selected secondary school teachers from central schools districts in the Schools Division of Antique. Data were gathered using questionnaire on school heads' instructional supervision, teachers' professional development and productivity adopted by the researcher and duly validated and reliability tested. The dependent variables were school heads' instructional supervision, teachers' professional development and productivity while the independent variables were educational attainment, position, length of service, grade level taught and school size. Statistical tools used were frequency, percentage, Mann-Whitney U Test, Kruskal-Wallis H Test and multiple regression analysis. Findings revealed that the extent of school heads' instructional supervision as assessed by the respondents was "very great" while the level teachers' professional development and productivity were "very high" when taken as a whole and when classified according to educational attainment, position, length of service, grade level taught and school size. Moreover, no significant differences were noted in the extent of school heads' instructional supervision in the areas of curriculum enhancement, career enhancement, and monitoring and evaluation as assessed by the respondents when classified according to educational attainment, position, length of service and school size while significant differences were noted when classified according to grade level taught. No significant difference were found in the level of teachers' professional development in the areas of pedagogical skills, reflective practice, and interpersonal skills when classified according to educational attainment, position, length of service, grade level taught and school size. Likewise, no significant differences were noted in the level of teachers' productivity in the areas of learning environment, curriculum, and planning, assessing, and reporting when classified according to educational attainment, position, length of service and school size while significant differences were noted when classified according to grade level taught. Finally, teachers' professional development and productivity were significantly influenced by school heads' instructional supervision.

Keywords: instructional supervision, professional development, productivity

INTRODUCTION

Education plays a vital role in shaping the quality of teaching and learning in schools. The effectiveness of educational institutions largely depends on the leadership and instructional support provided by school heads, as well as the continuous professional development and productivity of teachers. School heads are expected to provide instructional supervision that guides, supports, and enhances teachers' instructional

practices. Through effective supervision, teachers are encouraged to improve their teaching competencies, engage in professional growth opportunities, and become more productive in delivering quality education. Teachers' professional development is essential in equipping educators with updated knowledge, skills, and teaching strategies necessary to meet the evolving demands of education. Professional development activities such as training, seminars, mentoring, coaching, and learning action cell sessions help teachers improve their pedagogical skills, reflective practices, and interpersonal competencies. As teachers develop professionally, they become more capable of creating effective learning environments, implementing appropriate curriculum plans, and conducting meaningful assessments that contribute to improved learner outcomes.

Teacher productivity is another important factor that influences the success of educational programs. Productive teachers demonstrate effectiveness and efficiency in carrying out their professional responsibilities, particularly in curriculum implementation, classroom management, assessment, and reporting. The productivity of teachers is often influenced by the quality of instructional supervision they receive and the professional development opportunities available to them.

Recognizing the importance of these variables, the study investigated the extent of school heads' instructional supervision, the level of teachers' professional development, and teachers' productivity in the Schools Division of Antique during the School Year 2024–2025. Specifically, the study focused on instructional supervision in terms of curriculum enhancement, career enhancement, and monitoring and evaluation; professional development in terms of pedagogical skills, reflective practice, and interpersonal skills; and productivity in terms of learning environment, curriculum and planning, assessing, and reporting.

The study involved 240 randomly selected secondary school teachers from the central school districts of the Schools Division of Antique, Philippines. The respondents were selected using stratified proportionate random sampling based on the computed sample size through Slovin's Formula. Their responses served as the basis for determining the relationship and influence of school heads' instructional supervision on teachers' professional development and productivity.

The findings of this study are expected to provide valuable information to educational leaders, school administrators, teachers, and policymakers in strengthening instructional supervision practices and designing professional development programs that will further enhance teachers' productivity and overall educational quality.

METHODOLOGY

This study utilized the descriptive-correlational research design to determine the extent of school heads' instructional supervision, the level of teachers' professional development, and teachers' productivity in the Schools Division of Antique during the School Year 2024–2025. The descriptive method was used to describe the existing conditions and status of the variables under investigation, while the correlational approach examined the relationships among school heads' instructional supervision, teachers' professional development, and productivity.

The respondents of the study were 240 randomly selected secondary school teachers from the central school districts of the Schools Division of Antique, Philippines. The sample size was determined using Slovin's Formula, while the respondents were selected through stratified proportionate random sampling to ensure adequate representation from each school district. The distribution of respondents included 23

teachers from Belison, 87 from San Jose, 36 from San Remigio, 79 from Sibalom, and 15 from Valderrama.

A structured questionnaire served as the primary data-gathering instrument. The questionnaire consisted of four parts: Part I gathered the demographic profile of the respondents; Part II assessed the extent of school heads' instructional supervision in terms of curriculum enhancement, career enhancement, and monitoring and evaluation; Part III measured the level of teachers' professional development in terms of pedagogical skills, reflective practice, and interpersonal skills; and Part IV determined the level of teachers' productivity in terms of learning environment, curriculum and planning, and assessing and reporting.

To ensure the validity of the instrument, it underwent content validation by a panel of five experts. Reliability testing was conducted among 30 non-respondent teachers from various secondary schools, yielding Cronbach's alpha coefficients of 0.956 for instructional supervision, 0.835 for professional development, and 0.954 for teachers' productivity, indicating that the instrument was highly reliable.

After securing the necessary permissions from the Schools Division Superintendent and school principals, the researcher personally administered the questionnaires to the respondents. The collected data were organized, tabulated, analyzed, and interpreted using appropriate statistical tools. Frequency and percentage were used to describe the respondents' profile, while mean scores determined the extent and level of the major variables. Mann-Whitney U Test and Kruskal-Wallis H Test were employed to determine significant differences among groups, and Stepwise Multiple Regression was utilized to determine the influence of school heads' instructional supervision on teachers' professional development and productivity. All statistical analyses were conducted using SPSS at a 0.05 level of significance.

RESULTS AND DISCUSSION

The study determined the extent of school heads' instructional supervision, teachers' professional development, and productivity among secondary school teachers in the Schools Division of Antique.

The findings revealed that the overall extent of school heads' instructional supervision was very great, with an overall mean score of 4.52. Among the three areas, Curriculum Enhancement obtained the highest mean score of 4.57, followed by Career Enhancement and Monitoring and Evaluation, both with a mean score of 4.50. These findings indicate that school heads consistently provide guidance, instructional support, and technical assistance to improve instructional practices and teaching outcomes. Teachers highly rated the indicator on communication with stakeholders regarding instructional goals and challenges ($M = 4.63$), while the provision of resources and support for curriculum implementation received the lowest, though still very high, rating ($M = 4.33$). The results suggest that school heads are proactive in ensuring quality instruction and curriculum implementation among teachers.

In terms of Curriculum Enhancement, teachers perceived that school heads constantly seek ways to improve instructional practices and collaborate with teachers in setting achievable learning goals. The highest-rated indicator was effective communication among stakeholders to support student learning ($M = 4.63$), while analyzing student data for instructional improvement obtained a mean of 4.46. These results demonstrate that school heads actively engage in curriculum leadership and instructional improvement initiatives.

For Career Enhancement, respondents assessed school heads to a very great extent in providing opportunities for professional growth, with an area mean of 4.50. The highest-rated indicator was the establishment of School Learning Action Cell (SLAC) sessions ($M = 4.60$), while providing workshops

and seminars obtained the lowest mean score of 4.40. This indicates that school heads support continuous learning and collaborative professional development among teachers.

Similarly, in the area of Monitoring and Evaluation, school heads received a mean score of 4.50, interpreted as “to a very great extent.” Teachers highly rated the alignment of school curriculum with national and regional standards set by the Department of Education ($M = 4.65$). These findings imply that school heads effectively monitor instructional practices and ensure compliance with educational standards. When classified according to educational attainment, position, length of service, grade level taught, and school size, respondents consistently rated school heads’ instructional supervision as being implemented to a very great extent. This indicates that regardless of teacher characteristics, school heads are perceived to provide strong instructional leadership and support. The findings support previous studies which emphasized the positive influence of instructional supervision on teacher performance and professional growth.

Overall, the results demonstrate that effective instructional supervision by school heads contributes significantly to teachers’ professional development and productivity. Strong supervision practices foster collaboration, continuous learning, curriculum improvement, and effective monitoring, which collectively enhance teachers’ instructional performance and effectiveness in the classroom.

SUMMARY

This study investigated the extent of school heads’ instructional supervision, teachers’ professional development, and teachers’ productivity in the Schools Division of Antique during the School Year 2024–2025. Using a descriptive-correlational research design, data were gathered from 240 randomly selected secondary school teachers through a validated and reliable questionnaire.

The findings revealed that school heads’ instructional supervision was implemented to a very great extent, with an overall mean score of 4.52. Among its dimensions, Curriculum Enhancement obtained the highest mean score of 4.57, while Career Enhancement and Monitoring and Evaluation both obtained a mean score of 4.50. The results indicate that school heads consistently provide instructional guidance, support, and technical assistance to teachers.

The study further showed that school heads effectively communicate instructional goals, establish School Learning Action Cell (SLAC) sessions, ensure curriculum alignment with DepEd standards, and promote collaborative practices among teachers. Regardless of educational attainment, position, length of service, grade level taught, and school size, respondents consistently perceived instructional supervision to be implemented to a very great extent.

Overall, the findings emphasized the important role of instructional supervision in strengthening teachers’ professional growth, improving instructional practices, and enhancing teacher productivity.

CONCLUSION

Based on the findings of the study, it is concluded that school heads in the Schools Division of Antique demonstrate a high level of effectiveness in carrying out instructional supervision. Their efforts in curriculum enhancement, career development, and monitoring and evaluation significantly contribute to creating a supportive environment for teachers’ professional growth and productivity.

The study confirms that effective instructional supervision is an essential component of educational leadership. Through consistent guidance, collaboration, mentoring, and monitoring, school heads help teachers improve their instructional competencies and perform their professional responsibilities

effectively. The positive assessment provided by the respondents suggests that instructional supervision remains a valuable mechanism for promoting quality teaching and learning outcomes.

RECOMMENDATIONS

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

School heads should continue strengthening instructional supervision practices by providing regular classroom observations, constructive feedback, and instructional support to teachers.

More professional development opportunities such as seminars, workshops, coaching sessions, and mentoring programs should be provided to further enhance teachers' competencies and instructional effectiveness.

School administrators should increase the availability of instructional resources, learning materials, and technological support to facilitate effective curriculum implementation.

Teachers should actively participate in School Learning Action Cell (SLAC) sessions, professional learning communities, and other development programs to continuously improve their knowledge and teaching practices.

The Department of Education may design and implement policies that further strengthen instructional supervision programs and leadership training for school heads.

Future researchers may conduct similar studies in other divisions or educational settings and include additional variables that may influence teachers' professional development and productivity.

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