

School Heads' Instructional Supervisory Skills and Teachers' Performance

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ABSTRACT

The instructional supervisory skills of school heads and the teachers' performance are crucial in fostering a culture of excellence, continuous improvement, and student success within educational institutions. Effective instructional supervision supports teachers in meeting their professional goals, enhances the overall quality of teaching and learning, and contributes to achieving organizational objectives. In this context, this study aimed to determine the instructional, and supervisory skills of public elementary school heads in district IV-B, division of Bacolod City, during the school year 2022-2023. Data for this descriptive study was collected from 139 respondents using a self-made survey questionnaire that has passed the rigorist tests of validity and reliability. The findings indicate a high level of instructional supervisory skills among school heads, consistent performance across demographics, and notable excellence in teachers' performance. Moreover, instructional supervisory skills and teachers' performance remained consistent across most variables, although differences were observed in teachers' performance based on position and educational attainment. Additionally, no significant correlation was found between instructional supervisory skills and teachers' performance. The results call for school heads to prioritize fostering a learning culture through workshops and mentorship programs, encouraging teachers to pursue advanced degrees to elevate their capabilities, and ensuring that schools stay updated with best practices, fostering effective leadership and ultimately enhancing teaching effectiveness across the organization.

KEYWORDS

Education, Public schools, School heads' instructional supervisory skills, Teachers' performance

INTRODUCTION

Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, mandates that school heads have the authority, responsibility, and accountability in managing all school affairs. Hence, they must excel in instructional supervision, which plays a key role in overseeing, evaluating, and supporting teachers.

The Philippine Professional Standards for School Heads, specifically in Domain 2, Managing School Operations, emphasized the understanding and implementing laws, policies, and guidelines related to human, financial, and material resource management. Thus, the success and failure of the school depends on the kind of school head it has. School heads significantly shape the school environment, but their impact on teachers' performance is often overlooked. Some school heads' heavy workloads and administrative tasks can limit their time for instructional supervision and teacher support. School heads influence teacher processes such as preparation, induction, professional learning, feedback, appraisal, and career development (Darling-Hammond et al., 2017). Leadership is a good balance of several skills, such as instructional supervisory skills. Leadership at the school level is required to perform multidimensional roles and a leader must be equipped with such abilities and skills to achieve the set targets (Lopez & Ensari, 2014). For its survival, every society asks for more and better leaders. As someone who has been under the leadership of multiple school heads with diverse strengths, weaknesses, and particular skill focus when it comes to school management, this motivated the researcher to study the school heads' instructional, supervisory skills and understand how this core skill can potentially influence the teachers' performance.

Republic Act No. 9155, also known as Governance of Basic Education Act 2001 under Implementing Rules and Regulations (IRR) of rule VI -6.1, states that there shall be a school head for all public elementary schools and public high schools or a cluster thereof. The school head, whom an assistant school head may assist, shall be both an instructional leader and administrative manager. Moreover, the school head shall form a team with teachers/learning facilitators to deliver quality educational programs, projects, and services. As stipulated in the DepEd National Competency-Based Standards for School Heads under Domain 2, instructional leadership education reforms are created because of an urgent need for a strong emphasis on developing instructional leadership skills. This domain covers those actions in instructional leadership (e.g., assessment for learning, development, and implementation of programs and projects and instructional supervision that school heads take or delegate to others to promote good teaching and high-level learning among learners/students).

Literature Review

Darling-Hammond, Hyler, and Gardner (2017) highlighted the positive impact of investing in teacher professional development on educational outcomes, emphasizing the crucial role of continuous investment in professional development to enhance the quality of teaching. This underscores the importance of ongoing training and support for educators to continually improve their instructional practices and ultimately benefit students' learning experiences. Moreover, supervision is an essential function for school administration, located at different levels of the superstructure that set up the schools. Firstly, the government supervises schools by laying down the general and fiscal policies of the school system. The Ministry of Education and other agencies are set up as well to monitor the activities of the school and teachers to ensure quality supervision. Instructional supervision in the modern era centers on the improvement of the teaching and learning situation to the benefit of both the teachers and learners helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses, and give recognition to the teachers and create a cordial working atmosphere based on sound human relations (Omemu, 2017).

Most post-modernists have criticized supervision models as rigid, classified, and authoritarian, repressing the teachers' independence. They hypothesize further that rational-technical formations of supervision lessen the effectiveness of routines, which turn supervisors into domineering with authority to diagnose teachers' pedagogical lapses and impose solutions, according



to Glanz and Heinemann (2018). Oluremi and Oyewole (2013) affirm that supervision enhances the teaching and learning process by checking professional records, giving teacher's feedback, and monitoring timetables, leading to good academic performance. Egbai et al. (2015) found that school leaders should effectively supervise teachers by ensuring they are observed regularly, prepare lesson plans early, use teaching/learning resources strictly, and adequately implement the curriculum. Effective instructional supervision practices help school leaders improve and maintain good academic performance. It was argued by Sule (2013) that schools are established to impart knowledge, skills, and values to learners, and a school head must set up high-quality education by effectively supervising the teaching and learning process to achieve this success. He/she should help teachers implement the school curriculum effectively to realize the potential of all learners.

The article on Differential Perception Theory by Aasheim (2016) suggests that individuals in varying positions perceive leadership qualities and skills differently, highlighting how roles and perspectives within an organization can shape how leadership is perceived. This theory emphasizes the importance of understanding these differences for effective leadership and supervision. Moreover, Marginson (2019) explores the Human Capital Theory in an article, asserting that education functions as an investment that enhances individuals' skills, knowledge, and productivity. This theory underscores the idea that education improves human capital, contributing to personal growth and societal development through increased capabilities and economic contributions. Additionally, The Role Theory by Biddle (2013) suggests that people's behavior and performance are shaped by their roles within an organization. It highlights how the expectations and responsibilities associated with different roles can significantly influence individuals' actions and contributions within a professional context.

Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. Since the ultimate goal of supervision is the improvement of instructions as a direct responsibility of the teachers, there is a compelling necessity to develop Standards, Processes, and Tools for Instructional Supervision, which will improve the needed guidance and support to develop teacher instructional competence by instructional leaders. Instructional supervision requires the principal to oversee, assess, evaluate, and direct teachers to ensure the school meets its goals. A closer, regular, and continuous instructional, supervisory practice rather than snappy, unscheduled, and partial supervision is urgently needed, especially since many changes have been introduced into the school curriculum (Baggay et al., 2021). Furthermore, school heads are agents of change who contribute a significant impression on the educational milieu through their information-sharing methods, creating supportive social connections, participating in mentoring programs, and fostering progress (Aquino et al., 2021). According to Submitter and Basañes (2020), DepEd has already invested significantly in providing Technical Assistance for public elementary school administrators with School-Based Management (SBM) at the frontline. There is a need to look into the factors that contribute to their adequate instructional supervision capacity to improve school quality under the decentralized system, which would strengthen management at the school level and help in providing teachers incentives to motivate and improve teaching practice. Additionally, as partners in progress, teachers are expected to complement the efforts of the principals through effective teaching and learning in the classroom, imparting knowledge. Since teachers are the most significant determinants of quality in any educational system, they must be of good conduct.

The practical job performance of teachers, which may be aroused by internal satisfaction, can be propelled by the attitude and encouragement of the school principal. The principal plays a vital role in not-too-good teachers who need support and little guidance. Therefore, the influence of principals' attitudes and skills on teachers' job performance must be emphasized (De Castro & Jimenez, 2022). Moreover, Badato (2020) stated that when a school head exposes the teachers to training that would improve their teaching strategies, methods, and techniques, it enables them to acquire new knowledge and skills, thus improving their teaching performance. Furthermore, the study conducted by Kraft, Blazar, and Hogan (2018) underscores the significance of providing high-quality feedback and coaching to foster teacher growth and enhance instructional practices. The

research emphasizes how targeted and effective feedback can contribute to the continuous improvement of educators, ultimately leading to better classroom outcomes. Additionally, the National Center for Education Evaluation and Regional Assistance conducted a study (Garet et al., 2016) emphasizing the impact of content-intensive teacher professional development, highlighting the effectiveness of subject-specific online learning to enhance teacher proficiency and overall classroom impact. Finally, it was emphasized that diversity in professional development needs is based on different age groups in the study of Ingersoll et al. (2014), underscoring the importance of tailoring professional development strategies to address the unique requirements of educators at various stages of their careers.

Hallinger and Murphy (2013) suggest that individuals in higher positions tend to have a broader perspective on systemic improvement, while those in lower positions often prioritize daily classroom practices, indicating how roles within an educational institution can influence the scope of focus when it comes to educational enhancement. Additionally, the research highlighted the role of providing resources in effective instructional leadership, emphasizing how access to necessary resources can support educational leaders in effectively guiding and facilitating improved teaching and learning practices (Hitt & Tucker, 2016). Moreover, Knowles et al. (2014) emphasized the need for comprehensive and personalized professional development strategies in alignment with adult learning theory, underscoring the importance of designing educational programs that cater to educators' unique needs and learning styles, resulting in more effective and engaging professional growth. Furthermore, research by Kini and Podolsky (2016) stated that teachers become more effective with experience, especially when supplemented by continuous professional development opportunities, highlighting the value of combining practical experience with ongoing learning to enhance classroom effectiveness.

Ingersoll et al. (2018) emphasized the positive relationship between teacher effectiveness and factors such as advanced degrees and participation in professional development activities, underlining how further education and ongoing learning can improve teachers' instructional practices. Teachers' effectiveness is multifaceted, shaped by elements like classroom management, subject matter expertise, teaching techniques, and student relationships (Stronge et al., 2011), highlighting the complexity of factors contributing to effective teaching practices. A study on principal's effectiveness found no strong correlation between formal educational qualifications and leadership effectiveness (Goldring et al., 2015), suggesting that factors beyond formal education may influence leadership effectiveness. Furthermore, Van Iddekinge et al. (2015) conducted a study on the relationship between chronological age and job performance, particularly in assessing instructional, and supervisory skills of school heads, with the findings indicating a minimal correlation, suggesting that age might play a minor role in evaluating the effectiveness of school heads' instructional, supervisory abilities. A study by Acabo (2020) examined instructional leadership's impact on school heads' performance, revealing that no significant difference was observed in school heads' instructional leadership assessed by teachers except for monitoring and evaluation when categorized by position, implying that teachers' opinions about their school heads' instructional supervision skills did not significantly differ, except when teachers were grouped by teaching position, indicating that higher-positioned teachers had higher expectations of their school heads.

Golez (2020) from STI West Negros University examined School Heads' instructional competence, managerial skills, and leadership styles regarding teacher performance, concluding that there were no significant differences in instructional competence based on age, educational attainment, and length of service. Regardless of these variables, teachers received similar support in monitoring instruction from their school heads. The study found no significant relationship between instructional competence and teachers' performance, with teachers performing well, indicating they might not prioritize the assessment of school heads' competency in guiding the school organization, particularly in curriculum implementation. De Torres (2019) in the District of Rosario West showed that assessment of instructional leadership about instructional supervision was very much practiced, with evaluating lesson plans and classroom and learning environment being very much practiced by the school as they affirmed while teachers assess that they are practicing it, indicating a need to

improve the conduct of instructional supervision using appropriate strategies. Moreover, findings in the study of Rose et al. (2013) imply that training is essential to help teachers become more competent in implementing innovations, which would not only improve their performance but their students' performance as well. De Castro and Jimenez (2022) found that significant relationships exist between the principals' attributes, leadership skills, and teachers' job performance, with the school principals' personal attributes and leadership skills significantly influencing the teachers' job performance. It was found that the teachers' job performance produced evidence for significant differences in the teachers' responses when grouped according to years in service. Honing the teachers' skills and helping them with their needs for professional growth, such as workshops and training, will satisfy them and affect good performance in the classroom, making them feel comfortable and important and enjoy the job as their limitations are reduced. A study conducted by Paceaño (2016) showed that professional development relates significantly to teachers' performance. In addition, a school head who is creative and committed to helping improve the teaching efficiency of teachers' looks forward to their development (Badato, 2020). Based on the findings of the study by Peñas and Salundaguit (2019), it is concluded that the school heads in Titay district played a vital role in school because they are significantly equated with the teachers' performance, indicating that school heads can influence and make the teachers perform their work effectively and ultimately taking the lead to school effectiveness, thus emphasizing the aim for quality teacher performance.

Teachers' performance is consistent irrespective of age, educational achievement, or significant contributions, with productivity having great disparities when teachers are categorized according to their teaching status and number of years of experience (Aquino et al., 2021), expounding that head teachers have improved teaching efficiency than teachers and master teachers, while teachers with shorter relevant experience showed poorer educational quality than those who spent more time in the school system. Moreover, school heads who have obtained their doctorate degrees have a greater level of leadership practice than those holders of master's degrees. Klassen and Tze (2014) concluded that teacher performance is a complicated concept influenced by a variety of elements, including, among others, teacher motivation, self-efficacy, subject matter knowledge, and the socio-cultural setting of the school.

This paper is anchored on several formal theories. First is the Resource Dependency Theory, established by Biermann & Harsch (2017), which explains how organizations, like schools, manage resources to function and achieve goals, recognizing their dependence on various resources and how this influences actions. Second is the feedback theory, developed by DeNisi & Kluger (2000), which explores how feedback affects performance improvement and learning, which is crucial in educational and professional contexts for guiding individuals' growth and enhancing performance. Third is the Self-Determination Theory (SDT) by Deci & Ryan (2017), which focuses on human motivation, highlighting the drive to satisfy psychological needs for autonomy, competence, and relatedness, which enhances intrinsic motivation and optimal performance, applicable in educational settings for promoting teacher growth and improving performance. Finally coming into the mix is the Teacher Efficacy Theory, proposed by Albert Bandura (1977), which emphasizes teachers' belief in their ability to impact student learning, with higher efficacy linked to better performance, centered on teachers' confidence in their skills and their ability to make a positive difference in students' lives.

Objectives

This study aimed to determine the levels of instructional and supervisory skills of public elementary school heads and teachers' performance in a medium-sized school division in Central Philippines for the School Year 2022-2023. Specifically, it sought to determine:

1. The level of instructional and supervisory skills of school heads according to curriculum enhancement, professional development, and monitoring and evaluation.
2. The level of teachers' performance when grouped according to variables.
3. The significant difference in the level of instructional supervisory skills of school heads when grouped according to the same variables.

4. The significant difference in the level of teachers' performance when grouped according to the same variables.
5. The significant relationship between the level of instructional supervisory skills and the level of teachers' performance.

METHODS

This study used a descriptive research design to determine public elementary school heads' instructional and supervisory skills and teachers' performance in a medium-sized school division in Central Philippines for the School Year 2022-2023. This approach allows for a comprehensive understanding of the prevailing conditions, identifying areas for improvement and informing decision-making processes within the educational system.

Respondents

The study's respondents were 139 public elementary school teachers from a total population of 217 in a district in the Division of Bacolod City, chosen via stratified and random sampling. The researcher randomly selected the respondents from each school using the lottery technique.

Research Instrument

This study used a self-made questionnaire to gather all the data, mainly from teacher respondents. The questionnaire was divided into two parts: Part 1 contains queries on respondents' profiles such as age, educational attainment, and plantilla position, while Part 2 contains the questionnaire proper on the level of school heads' instructional supervisory skills with seven line items each for curriculum enhancement, professional development, and monitoring and evaluation. Each item was rated on a scale of 1 to 5, where 5 was interpreted as always, 4 as often, 3 as sometimes, 2 as rarely, and 1 as almost never.

Data Collection

For the smoother conduct of the study, the researcher sought permission from the School Heads and the Schools Division Superintendent (SDS) through the Public Schools District Supervisor (PSDS) to undertake the study. Accordingly, a letter request was sent to the school heads, and upon approval, the researcher scheduled the questionnaire's administration for the respondents and the researcher in a mutually convenient manner. The researcher personally administered the questionnaires to the target respondents. A brief orientation was done to present the objectives of the study and how to answer the survey questionnaire. The researcher assured the respondents that all data gathered in this study was treated with the utmost confidentiality.

Data Analysis

Objectives 1-2 used the descriptive analytical scheme and mean as statistical tools to determine the level of instructional and supervisory skills of school heads in curriculum enhancement, professional development, monitoring and evaluation, and teachers' performance when grouped according to variables. Objectives 3-4 used the comparative analytical scheme and Mann-Whitney U-Test to determine whether a significant difference exists in the level of instructional and supervisory skills of school heads when grouped according to selected variables and the significant difference in the level of teachers' performance when grouped according to the same variables. Finally, objective 5 utilized a relational analytical scheme and Spearman Rho to determine whether a significant relationship exists between the level of instructional and supervisory skills of school heads and the level of teachers' performance.



Ethical Consideration

The researcher ensured that no personal data compromising the respondents' identity was collected in adherence to the Data Privacy Act of 2012, specifically on accessing the data both by the researcher and the analyst. The researcher was the only person with access to all data gathered. The respondents assured that no information that disclosed their identity was released or published without their consent to the disclosure, except when necessary to protect their rights and welfare. Likewise, all collected materials will be appropriately disposed of by machine shredding or dissolved in water after the study's publication. Furthermore, soft copies of the data will be deleted with no chance of future retrieval.

RESULTS AND DISCUSSION

Table 1. *Level of instructional supervisory skills of school heads in curriculum enhancement*

Items	Mean	Interpretation
The school head...		
1. constantly seeks to improve the school's instructional practices and ensure all students receive a high-quality education.	4.66	Very High Level
2. evaluates the effectiveness of instructional programs and initiatives to ensure they meet the school's educational goals and adjust as needed.	4.65	Very High Level
3. Communicate with teachers, students, parents, and other stakeholders about instructional goals, progress, and challenges to ensure everyone works together to support student learning.	4.68	Very High Level
4. Observe classroom instruction and provide constructive feedback to teachers to improve their instructional practices.	4.63	Very High Level
5. analyzes student data to evaluate the effectiveness of instructional practices and identifies areas where additional support may be needed for teachers.	4.71	Very High Level
6. works collaboratively with teachers to set achievable student learning and instructional improvement goals.	4.65	Very High Level
7. sets clear expectations for performance and provide support and resources to help teachers meet those expectations.	4.65	Very High Level
Overall Mean	4.66	Very High Level

Table 1 illustrates the level of instructional, and supervisory skills of school heads in curriculum enhancement with an overall mean of 4.66, interpreted as very high. Moreover, it was revealed that item 5, "The school head analyzes student data to evaluate the effectiveness of instructional practices and identifies areas where additional support may be needed for teachers," obtained the highest mean of 4.71, which is interpreted as very high. In contrast, item 4, "The school head observes classroom instruction and provides constructive feedback to teachers to improve their instructional practices." got the lowest mean of 4.63, interpreted as very high. The data suggests that school heads demonstrate strong instructional and supervisory skills in improving curriculum content to ensure academic activities best suit learners' needs. School heads understand and effectively utilize student data to evaluate instructional practices and identify areas for additional

teacher support. Teachers imply a need for school heads to strengthen and enhance further classroom observation and feedback to provide teachers with valuable support and opportunities for growth. This is supported by a research study that emphasized the importance of high-quality feedback and coaching to support teacher growth and improve instructional practices (Kraft et al., 2018).

Table 2. *Level of instructional supervisory skills of school heads in professional development*

Items	Mean	Interpretation
The school head...		
1. offers professional development opportunities for teachers that are integrated into their daily work, like coaching, mentoring, and study groups.	4.63	Very High Level
2. provides teachers with workshops and seminars on various topics, such as classroom management, instructional strategies, and assessment.	4.63	Very High Level
3. encourages teachers to attend conferences and join professional organizations to stay current on the latest research, innovations, and best practices in their subject area or grade level.	4.65	Very High Level
4. provides teachers access to online learning opportunities, such as webinars, online courses, and virtual professional development communities.	4.61	Very High Level
5. provides teachers with mentoring and coaching opportunities to receive feedback and guidance from experienced teachers or instructional coaches.	4.65	Very High Level
6. designs and implements in-service training for teachers during designated schedules.	4.73	Very High Level
7. establishes school learning action cell (SLAC) sessions where teachers can collaborate, learn from each other, and engage in reflective practice by critically examining their teaching methods, student outcomes, and areas for improvement.	4.71	Very High Level
Overall Mean	4.66	Very High Level

Table 2 shows the level of instructional supervisory skills of school heads in Professional Development with an overall mean score of 4.66, interpreted as very high. Item 6, which reads, "The school head designs and implements in-service training for teachers during designated schedules." got the highest mean of 4.73, which is interpreted as very high. In contrast, item 4, which says, "The school head provides teachers with access to online learning opportunities, such as webinars, online courses, and virtual professional development communities." obtained the lowest mean of 4.61, also interpreted as very high. It suggests that school heads possess superb instructional and supervisory skills in providing a systematic and intentional process of continuous learning and skill enhancement to be undertaken by teachers. While the design and implementation of in-service training are commendable, there is an opportunity to leverage online learning opportunities to further support teachers' continuous growth. This is supported by a research study by the National Center for Education Evaluation and Regional Assistance, which explored the impact of content-intensive teacher professional development. It highlights the importance of focusing on the specific subject matter through online learning opportunities to improve teacher effectiveness (Garet et al., 2016).

Table 3. *Level of instructional supervisory skills of school heads in monitoring and evaluation*

Items	Mean	Interpretation
The school head... 1. has a deep understanding of curriculum frameworks and guidelines that apply to their school and is able to use them to guide their curriculum development efforts.	4.73	Very High Level
2. Develop a comprehensive curriculum plan that includes learning objectives, instructional strategies, and assessment methods.	4.73	Very High Level
3. ensures that the curriculum developed by their school aligns with the national and regional standards and guidelines set forth by the Department of Education (DepEd)	4.67	Very High Level
4. provides teachers with the necessary resources and support to effectively implement the curriculum (e.g., instructional materials, technology, etc.).	4.61	Very High Level
5. Communicate with various stakeholders, including parents, students, and the community, about the curriculum and its implementation.	4.67	Very High Level
6. conducts regular evaluations of the curriculum to identify improvement areas and inform future curriculum development efforts.	4.68	Very High Level
7. works collaboratively with teachers to develop and implement the curriculum.	4.74	Very High Level
Overall Mean	4.69	Very High Level

Table 3 reveals that the level of instructional and supervisory skills of school heads in monitoring and evaluation got an overall mean score of 4.69, which is interpreted as very high. Moreover, the highest mean score of 4.74, interpreted as very high, was obtained by item 7, “The school head works collaboratively with teachers to develop and implement the curriculum.”, while the lowest mean score of 4.61, interpreted as very high, was obtained by item 4, “The school head provides teachers with the necessary resources and support to effectively implement the curriculum (e.g., instructional materials, technology, etc.)”. The data implies that school heads possess great instructional and supervisory skills in assessing and measuring the performance, progress, and outcomes of projects, programs, or initiatives, which shows they actively support and guide teachers. To further enhance instructional practices, teachers think that more efforts should be made to allocate sufficient resources to support effective curriculum implementation. A research study by Kraft and Monti-Nussbaum (2017) emphasizes the significance of providing teachers with the necessary instructional materials, technology, and other resources to enhance the quality of teaching and improve student learning outcomes.

Table 4. *Level of teachers' performance according to variables*

Variable	Category	Mean	Interpretation
Age	Younger	4.53	Outstanding
	Older	4.65	Outstanding

Plantilla Position	Lower	4.51	Outstanding
	Higher	4.67	Outstanding
Educational attainment	Lower	4.54	Outstanding
	Higher	4.70	Outstanding

Table 4 presents the level of teachers' performance when grouped according to variables, and it was revealed that all categories within the three variables received outstanding mean scores. However, there are slight variations between some categories. The data suggest that younger and older individuals received outstanding mean scores. However, there is a slight difference, with older individuals having a slightly higher mean score than younger ones. Moreover, data show that lower and higher plantilla individuals received outstanding mean scores. Similar to the age variable, there is a slight difference, with individuals in higher plantilla positions having a slightly higher mean score than those in lower positions. Furthermore, for the Educational attainment variable, individuals with lower and higher educational levels received outstanding mean scores. Like the previous variables, there is a slight difference, with individuals with higher educational attainment having a slightly higher mean score.

The data provide a promising picture of teachers' performance across different age groups, roles, and educational levels. While slight differences exist, pointing to the potential influence of experience, leadership roles, and continuous learning, the overall outstanding performance across all categories emphasizes the complexity of teaching effectiveness. The slightly higher mean score for older individuals might indicate that experience plays a role in teacher performance. Research by Kini and Podolsky (2016) supports the idea that teachers' effectiveness increases with experience, particularly when they have opportunities for ongoing professional development. The data showing higher mean scores for individuals in higher plantilla positions could imply that teachers with leadership roles or greater responsibilities may perform at a higher level and positively impact their professional growth. The higher mean score for individuals with more advanced degrees could reflect the importance of continuous learning and professional development in enhancing teaching performance. Ingersoll et al. (2018) emphasized that teachers with advanced degrees or who engage in professional development activities tend to be more effective in their instructional practices. The fact that all categories received outstanding mean scores regardless of the three variables underscores the notion that multiple factors contribute to teaching effectiveness. Stronge et al. (2011) support this, emphasizing that teacher effectiveness is a multifaceted construct influenced by factors such as classroom management, subject matter knowledge, instructional strategies, and relationships with students.

Table 5. *Difference in the level of instructional supervisory skills of school heads in curriculum enhancement when grouped and compared according to variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	76	67.86	2231.500	0.438	0.05	Not Significant
	Older	63	72.58				
	Lower	75	64.98				
Plantilla Position	Higher	64	75.88	2023.500	0.073	0.05	Not Significant
	Lower	102	71.28	1756.000	0.481		Not Significant
Educational Attainment	Higher	37	66.46				

Table 5 presents the difference in the level of instructional and supervisory skills of school heads in curriculum enhancement when grouped according to age, plantilla position, and educational attainment. It showed no significant difference as the computed p-values of 0.438, 0.073, and 0.481 were all greater than the level of significance of 0.05. The null hypothesis is henceforth accepted. Results suggest that regardless of age differences, plantilla position within the school hierarchy, or educational attainment, the school heads demonstrate similar levels of instructional and supervisory skills when enhancing the curriculum. This could indicate that variables like age, plantilla position, and educational attainment might not significantly influence the ability of school heads to provide adequate supervision and improvement of the curriculum.

Table 6. Difference in the level of instructional supervisory skills of school heads in professional development when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	76	68.99	2317.500	0.720	0.05	Not Significant
	Older	63	71.21				
Plantilla Position	Lower	75	65.73	2079.500	0.134	0.05	Not Significant
	Higher	64	75.01				
Educational attainment	Lower	102	70.11	1876.000	0.954	0.05	Not Significant
	Higher	37	69.70				

The difference in the level of instructional and supervisory skills of school heads in professional development, when grouped according to age, plantilla position, and educational attainment, show no significant differences as the computed p-values of 0.720, 0.134, and 0.954 were all greater than the level of significance 0.05. The null hypothesis is, therefore, accepted. This lack of significant difference could indicate that factors like age, plantilla position, and educational attainment might not significantly influence the ability of school heads to effectively manage and enhance professional development opportunities for the teaching staff. Goldring et al. (2015) found no strong relationship between formal educational qualifications and leadership effectiveness. The lack of significant difference concerning age is consistent with the broader understanding that age is not necessarily a determinant of leadership ability. Moreover, Van Iddekinge et al.'s (2015) research on how chronological age relates to job performance found a minimal correlation, suggesting that age might not be a significant factor in assessing school heads' instructional and supervisory skills.

Table 7. Difference in the level of instructional supervisory skills of school heads in monitoring and evaluation when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	76	66.40	2120.500	0.183	0.05	Not Significant
	Older	63	74.34				
Plantilla Position	Lower	75	65.20	2040.000	0.080	0.05	Not Significant

						Significant
Educational attainment	Higher	64	75.63	1751.500	0.457	Not Significant
	Lower	102	71.33			
	Higher	37	66.34			

As shown in the findings in Table 7, the difference in the level of instructional supervisory skills of school heads in monitoring and evaluation when grouped and compared according to age, plantilla position, and educational attainment showed no significant differences as the computed p-value of 0.183, 0.080, and 0.457 are significant than the level of significance 0.05. Therefore, when grouped and compared according to variables, the hypothesis that there is no significant difference in the level of instructional and supervisory skills of school heads in monitoring and evaluation is accepted. This suggests that school heads' abilities to conduct adequate monitoring and evaluation of educational programs and initiatives remain consistent across various groups of teachers. It implies that teacher-respondents' age, plantilla position, and educational attainment did not significantly influence the ability of school heads to provide effective oversight and assessment of educational activities, ensuring accountability and continuous improvement. The data showing that educational attainment is not a significant variable aligns with other education research. Goldring et al. (2015) found no strong relationship between formal educational qualifications and school leadership effectiveness.

Table 8. *Difference in the level of teachers' performance when grouped and compared according to variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	76	66.33	2115.000	0.234	0.05	Not Significant
	Older	63	74.43				
Plantilla Position	Lower	75	62.13	1810.000	0.012	0.05	Significant
	Higher	64	79.22				
Educational attainment	Lower	102	65.34	1412.000	0.023	0.05	Significant
	Higher	37	82.84				

Table 8 shows the analysis of the difference in the level of teachers' performance when grouped according to age. It showed no significant difference as the computed p-value of 0.234 was greater than the significance level of 0.05. Hence, the null hypothesis is hereby accepted. Nonetheless, when the respondents were grouped according to plantilla position and educational attainment, the computed p-values of 0.012 and 0.023 were found to be less than the level of significance of 0.05, indicating that the null hypothesis, which assumed no significant difference in the level of teachers' performance when grouped according to plantilla position and educational attainment is therefore rejected. These findings imply that while age may not be a determining factor, the role within the organization (plantilla position) and the level of formal education (educational attainment) might significantly influence teachers' performance.

Respondents, when grouped according to plantilla position, showed significant differences; based on the finding, teachers in lower positions got a lower mean rank compared to those in higher

positions. It indicates that the specific job positions teachers hold within the school's staffing structure significantly influence their overall performance as educators. It suggests that teachers in lower positions, placed closer to the organizational entry level, often need more experience, impacting their confidence, classroom management, and instructional skills. In contrast, teachers in higher positions possess more experience, translating to improved classroom management, teaching strategies, and student rapport. Their leadership roles and enhanced access to resources further elevate their teaching abilities and performance. Entry-level teachers primarily focus on classroom instruction, lesson planning, and foundational teaching tasks. Master teachers assume more leadership roles, contributing to curriculum development, mentoring colleagues, and engaging in research and innovation, giving them more opportunities and insights to improve their performance.

The Role Theory mentioned by Biddle (2013) suggests that an individual's behavior and performance are influenced by the roles they occupy within an organization. Different plantilla positions could come with varying responsibilities, expectations, and levels of authority, which can affect how teachers perceive and fulfill their roles, ultimately impacting their performance. Moreover, when respondents were grouped according to educational attainment, the result showed significant differences in teachers' performance with lower and higher educational attainment. The lower group obtained a lower mean rank compared to the higher group. It indicates that teachers with lower educational attainment have fewer advanced degrees and limited subject knowledge, potentially affecting their ability to engage students deeply. They might need more opportunities for professional development and specialized training. Conversely, higher educational attainment teachers with advanced degrees and certifications possess in-depth subject understanding and pedagogical skills. Their training equips them to employ diverse instructional techniques and effectively address student needs. It could imply that teachers with higher levels of education perform better in certain teaching aspects than teachers with lower levels of education. This can be attributed to the increased knowledge and specialized skills gained through higher education, impacting their ability to deliver content and engage students effectively. This is supported by Marginson (2019), who suggests that education is an investment that improves individuals' skills, knowledge, and productivity. Teachers with higher levels of formal education might possess more advanced teaching techniques, subject matter expertise, and the ability to adapt to changing educational needs, potentially leading to enhanced teaching performance compared to those with low educational attainments.

Table 9. *Relationship between the level of instructional supervisory skills of school heads and the level of teachers' performance*

Variable	rho	p-value	Sig. level	Interpretation
Level of Instructional Supervisory Skills	0.131	0.126	0.05	Not Significant

Table 9 summarizes the analysis between the level of instructional supervisory skills and the level of teachers' performance, which shows no significant relationship, with a computed p-value of 0.126, which is greater than the significance level of 0.05. Accordingly, the null hypothesis is henceforth accepted. The absence of a significant relationship between school heads' instructional supervisory skills and teachers' performance suggests that other factors may be more influential in determining teachers' effectiveness. Teachers' performance is a multifaceted and complex construct that various factors can influence. While instructional supervision is essential, it is just one aspect of the many factors that affect how teachers perform in the classroom. Public schools, due to the size and complexity of the system, make it challenging for school heads to provide personalized and targeted instructional supervision to each teacher. The one-size-fits-all approach to supervision may

not effectively cater to individual teacher requirements. This can impede the translation of instructional supervision into tangible improvements in teachers' performance. It is important to note that teacher performance is a multifaceted construct influenced by numerous factors, such as teacher motivation, self-efficacy, subject matter knowledge, and the socio-cultural context of the school, among others (Klassen & Tze, 2014). Therefore, the lack of a direct relationship may reflect the complexity of teacher performance and the many variables that can influence it.

CONCLUSION AND RECOMMENDATION

The school heads excel in overseeing and supporting the instructional practices of teachers within the school. In contrast, teachers consistently demonstrate excellence in various aspects of their roles, such as instructional delivery, student engagement, classroom management, and fostering student learning and achievement. School heads' instructional and supervisory skills are consistently strong across different demographic or professional categories, demonstrating uniform competence in overseeing instructional practices and providing support to teachers. The responsibilities associated with different positions within the school administration and the educational qualifications of teachers play more significant roles in influencing their effectiveness in the classroom compared to their age. The lack of correlation indicates that factors other than instructional supervision may be influencing teachers' performance, and possible explanations could include individual teaching styles, classroom dynamics, student demographics, or external factors beyond the control of school heads. The results call for school heads to prioritize fostering a learning culture through workshops and mentorship programs, encouraging teachers to pursue advanced degrees to elevate their capabilities, and ensuring that schools stay updated with best practices, fostering effective leadership and ultimately enhancing teaching effectiveness across the organization.

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