Research Article

Enhancing Educational Leadership: An Assessment of Supervisory Practices in Mobo South District, Masbate, Philippines

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ABSTRACT

This study aimed to identify the prevalent supervisory practices of school heads in the Mobo South District, Masbate, Philippines, assess their level of implementation, and determine the assistance provided to teachers in instructional activities. Utilizing a descriptive-quantitative method, 118 permanent teachers from selected schools participated in the study. The analysis identified ten common supervisory practices in the district: daily attendance checks for students and staff, updating classroom displays and bulletin boards, proper waste segregation, conducting quarterly general assemblies on learner progress, disseminating school policies and programs, encouraging parental involvement, organizing functional Parent-Teacher Associations, promoting teacher participation in community and district activities, assisting with INSET, SLAC, DISLAC, and other DepEd training, and ensuring the safety of students and staff. School heads' supervisory practices were rated as Practiced. Most respondents noted that school heads provided significant assistance, particularly in interventions for non-reader pupils and conducting literacy and numeracy validation. This highlights the need for school heads to continue their professional development and consistently implement their supervisory roles. They should also maintain support for teachers in reducing the number of non-reader pupils and enhancing reading skills. The study recommends that school heads consistently practice various supervisory tasks to foster a successful school environment and ensure quality learning. The Public Schools District Supervisory should assess these practices for evaluating school head performance, and the Department of Education should adopt these supervisory practices as benchmarks.

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1. INTRODUCTION

One of the most important tasks of our society is to provide its citizens with high-quality education. Education is the means by which knowledge is imparted and disseminated. The achievement of this noble aim largely depends on the sound administration of the educational system.

According to Kempa *et al.,* (2017), a principal's ability plays a crucial role in developing schools and educational institutions. Principals must manage educational resources, including educators, facilities, infrastructure, and curriculum, while fostering cooperation aligned with the school's vision and mission to produce qualified graduates. Effective managerial skills are demonstrated through principal leadership.

Kempa *et al.,* (2017) further notes that teacher performance is a critical factor in improving education quality. Teacher performance is influenced by principals' managerial leadership and compensation.

Instructional leadership by a school principal is essential for managing education effectively and efficiently to achieve the desired quality. The principal acts as the organizational manager, performing managerial functions such as planning, organizing, controlling, and actuating. Effective principal leadership fosters cooperative efforts and maintains an ideal working climate in schools (Blase & Blase, 2000).

Harvey *et al.,* (2017) suggests that as educational leaders, principals should establish a vision for academic success based on high standards, create a supportive environment, foster harmonious cooperation, and develop leadership that helps teachers and students understand their responsibilities. Principals should also manage subordinates, data, and processes to improve school quality. They are responsible for supervising teaching programs, ensuring high-quality teaching and learning, using time effectively, and promoting a conducive teaching and learning environment.

Given the critical role of principals in managing educational resources, fostering a supportive environment, and ensuring high-quality teaching and learning, understanding these practices is essential. This study seeks to provide insights into how school heads can effectively support their teachers and improve the overall educational environment in the Mobo South District.

1.1. Research Objectives

This study is guided by the following research questions:

   i. What are the prevalent supervisory practices of the school heads in Mobo South District as perceived by the teachers?

   ii. What is the level of practice of the supervisory functions by the school heads in the Mobo South District as perceived by the teachers?

   iii. What assistance is offered by the school heads along instructional activities in the Mobo South District?

2. LITERATURE REVIEW

2.1. Role of Educational Leadership in School Development

The role of school leaders, especially principals, extends beyond administrative tasks to include fostering a vision and environment that promotes academic excellence (Dinham, 2005; Leithwood & Jantzi, 1990). Effective educational leadership is characterized by the ability to create a shared vision, build strong relationships, and promote a positive school culture (Leithwood & Jantzi, 1990). According to Leithwood *et al.,* (2020), transformational leadership, which involves inspiring and motivating staff towards achieving a common goal, is linked to improved school performance. This leadership style not only influences teacher morale and job satisfaction but also directly impacts student outcomes through enhanced instructional practices.

Blase and Blase (2000) emphasize the significance of instructional leadership in shaping educational experiences. Instructional leaders engage in practices that directly affect classroom instruction, including curriculum planning, teacher supervision, and professional development. They argue that principals who actively support teacher development and maintain high expectations for teaching and learning create a school environment that is conducive to continuous improvement.

2.2. Supervisory Practices and Their Impact on Teacher Performance

Supervisory practices are a key component of educational leadership, encompassing activities such as monitoring teaching practices, providing feedback, and facilitating professional growth (DiPaola & Wagner, 2018). Kempa *et al.,* (2017) indicates that effective supervision by principals positively affects teacher performance. The study found that principals who engage in regular classroom observations, provide constructive feedback, and support teachers' professional development are more likely to see improvements in teaching quality. This, in turn, leads to better student outcomes.

Moreover, the supervisory role of principals extends to the management of educational resources, including human, financial, and material resources (Hallinger & Murphy, 1985; Stronge & Xu, 2021). Effective resource management ensures that teachers have the necessary tools and support to deliver high-quality instruction (Archibald *et al.,* 2011). Principals who excel in supervisory roles are adept at aligning resources with the school's goals, thereby enhancing the overall educational experience for students (Harvey *et al.,* 2022).

2.3. Challenges in Educational Leadership and Supervision

While effective leadership and supervision are critical for school success, principals often face numerous challenges that can hinder their ability to perform these roles effectively (Boris-Schacter & Langer, 2006; Conley & Goldman, 1994). According to Hallinger and Murphy (2013), some common challenges include inadequate training in leadership and management, resistance from staff, and the pressure of administrative tasks that detract from instructional leadership. Additionally, external factors such as policy changes, budget constraints, and community expectations can also impact the effectiveness of school leadership (Day *et al.,* 2020; Hargreaves *et al.,* 2007; Leithwood, 2001)

To address these challenges, it is important for school leaders to engage in continuous professional development and seek support from educational authorities. Studies suggest that

leadership training programs that focus on instructional leadership, change management, and conflict resolution can equip principals with the skills needed to navigate these challenges (Earley, 2020; Faizuddin *et al.*, 2022; Fullan, 2023).

2.4. Effective Leadership Strategies for SchoolImprovement
Several studies have highlighted strategies that principals can employ to enhance their leadership effectiveness. These include fostering a collaborative school culture (Leithwood & Jantzi, 1990), promoting teacher leadership (Pan & Chen, 2021), and using data-driven decision-making to inform school practices (Mandinach, 2012; Mandinach *et al.*, 2006; Schildkamp *et al.*, 2019). Leithwood *et al.*, (2020) suggest that collaborative leadership, where principals work alongside teachers and involve them in decision-making processes, leads to a more engaged and motivated staff. This collaborative approach not only builds trust but also empowers teachers to take on leadership roles, further strengthening the school community (Clift *et al.*, 1992; Wahlstrom & Louis, 2008).

Another effective strategy is the use of data to guide instructional improvements (Mandinach, 2012). Principals who regularly analyze student performance data and use it to inform instructional practices are more likely to see gains in student achievement (Henry, 2011; Supovitz & Klein, 2003). Data-driven leadership allows school leaders to identify areas of need, set measurable goals, and track progress, thereby creating a focused and accountable school environment (DuFour & Marzano, 2011; Schildkamp *et al.*,2019).

3. METHODOLOGY
3.1. Research Design and Sampling Method
The study employed a descriptive-quantitative approach using purposive sampling to select the respondents. Calderon and Gonzales (1993) defined the descriptive method of research as "a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationships, with or without the aid of statistical methods." Essentially, descriptive research involves describing gathered information and making accurate interpretations of the data. In this study, it attempts to assess and describe the level of supervisory practices of school heads as perceived by their teachers.

3.2. Respondents
The research participants were teachers in the Mobo South District, specifically those supervised by principals and head teachers. Teachers headed by Teachers-In-Charge (TIC) were not included in the study. Out of the 14 schools in the district, 10 were led by principals or head teachers. Teachers from these 10 schools were the respondents, totaling 118 permanently employed elementary teachers. However, 2 respondents were excluded for incomplete responses.

3.3. Research Instrument
The researchers developed a questionnaire with items adopted from the Performance Appraisal System for Teachers (PAST), Result-Based Performance Management System (RPMS),

Individual Performance Commitment and Review Form (IPCRF), Organizational Performance Commitment and Review Form (OPCRF), and the STAR Approach of the Department of Education. This questionnaire served as the primary data-gathering tool. It was divided into four parts: demographic profile, supervisory practices employed by the school heads, the level of these practices as perceived by teachers, and the assistance provided to teachers in terms of instructional activities. Responses were collected using a 5-point Likert scale. The tool underwent face and content validation by three district supervisors and five school heads.

3.4. Data Gathering Procedures
After the research instruments were checked and validated, the researcher prepared a written communication addressed to the Schools Division Superintendent of the DepEd Masbate Province. Upon receiving approval from the superintendent, the researcher sent a letter, including the superintendent's approval, to all school heads in the Mobo South District to conduct the study. After the data was rigorously gathered, it was tabulated and analyzed using Microsoft Excel.

3.5. Data Analysis
The study employed descriptive statistics such as the frequency count, percentage, and weighted mean. Frequency and percentage were used to determine the prevalent supervisory practices of school heads in Mobo South District. Weighted mean was calculated to determine the level of practice of the school heads in supervisory functions in Mobo South District. The Likert-type five-point scale was used to interpret the level of practice of school heads in supervisory functions in Mobo South District. The following ranges and descriptions were used:

Scale	Range	Interpretation
5	4.20−5.00	Always Practiced
4	3.40−4.19	Practiced
3	2.60−3.39	Moderately Practiced
2	1.80−2.59	Rarely Practiced
1	1.00−1.79	Not Practiced

4. RESULTS AND DISCUSSION
4.1. Prevalent Supervisory Practices of the School Heads in Mobo South District
The data presented in Table 1 provides an overview of the supervisory practices of school heads in Mobo South District as perceived by teachers. The table indicates a range of ratings, with the highest percentage at 100%, based on 116 responses, and the lowest at 89.7%, with 104 responses. Among these practices, the top ten identified include daily attendance monitoring of pupils, teachers, and school personnel; updating classroom displays and bulletin boards; ensuring proper waste management both inside and outside the school; conducting quarterly general assembly meetings to track learner progress; disseminating school policies and programs; promoting

parental engagement in school activities; maintaining active Parent-Teacher Associations; encouraging teacher participation in community and district events; providing support in various educational trainings; and ensuring overall safety for students and staff.

These findings underscore the pivotal role of school heads in supporting teachers and enhancing the educational experience for students. Effective implementation of these practices by school leaders is crucial for fostering an optimal and productive school environment. Leithwood and Jantzi (1990) emphasizes that transformational leadership practices, such as those observed in the Mobo South District, can significantly influence school culture and improve overall effectiveness. Marzano, Waters, and McNulty (2005) further highlight the importance of specific leadership actions, like monitoring instructional practices and fostering a safe environment, which correlate with enhanced student achievement. Additionally, Donaldson (2006) discusses how cultivating leadership among school head can positively impact organizational dynamics and instructional quality, echoing the practices observed in Mobo South District.

Table 1. The Supervisory Practices of School Heads in Mobo District as perceived by the Teachers.

Supervisory Practices	Frequency	%
Checking of lesson plan, lesson notes daily.	113	97.4
Checking of attendance of the pupils, teachers and other school personnel every day.	116	100
Monitoring the cleanliness and orderliness inside and outside the classroom.	114	98.3
Reminding the teachers to maintain conducive and friendly classroom environment.	115	99.1
Ensuring the energy-saving learning environment.	110	94.8
Updating the classroom display and bulletin boards.	116	100
Creating and ensuring the proper segregation of waste inside and outside of the school campus.	116	100
Conducting classroom observation to all the teachers. (Announced and unannounced)	114	98.3
Giving appraisal form after the conduct of observation.	110	94.8
Providing assistance to teachers in improving their teaching competence.	113	97.4
Giving opportunity to discuss/re-echo every seminars attended by the teachers.	104	89.7
Checking and collecting (monthly/quarterly) up-to-date reports such as class records, SF1, SF2, SF3, SF10 or Form 137, Form 138, nutritional status, Phil-IRI, ECCD checklist, TOS, test questions and other school reports required.	115	99.1
Requiring all the teachers to submit a monthly accomplishment report.	107	92.2
Providing appropriate motivations to the teachers.	113	97.4
Checking of LMs, TGs, Teacher's Manual before the beginning of classes.	111	95.7
Utilizing/Applying and Monitoring all the activities being implemented by DepEd like WINs, Feeding Program, Gulayan sa Paaralan, SLAC and other school activities.	115	99.1
Providing school supplies needed by the teachers for effective teaching learning process.	113	99.1
Instilling transparency in terms of liquidation and other money matters.	105	97.4
Recognizing teachers, pupils and stakeholders for active involvement and participation in every activity.	114	90.5
Conducting a quarterly general assembly meeting to report learner's progress.	116	100
Disseminating school policies, plans, programs to the school clientele. (Through teachers' conferences and general assembly meeting).	116	100
Disseminating school policies, plans, programs to the school clientele. (Through teachers' conferences and general assembly meeting).	116	100
Encouraging parent's involvement in school programs and activities.	116	100
Organizing and maintaining functional Parent Teacher Association.	116	100
Maintaining the cleanliness and orderliness of the school surroundings.	115	99.1
Observing professional and personal characteristics of all the teachers.	114	98.3
Giving appropriate actions right away if problems occur inside the school premises.	114	98.3

Encouraging teachers to participate in the community projects/activities, district competitions/ activities and school activities.	116	100
Assisting the teachers in INSET, SLAC, DLAC and all trainings conducted by the DepEd.	116	100
Ensuring the safety of all the pupils and teachers in the school.	116	100
Developing good and harmonious relationship with the teachers, students, parents and other stakeholders.	115	99.1

The quality of learners is widely believed to hinge on the quality of their teachers, and in turn, the effectiveness of teachers is influenced by the competence of school heads. It is crucial for school heads to excel in supervising teachers' performance to ensure effective knowledge impartation to learners. This interconnected relationship underscores two critical factors in producing qualified learners: first, school heads must excel in their supervisory practices to foster quality education; and second, teachers must excel in their job responsibilities, particularly in the teaching-learning process. When school heads excel, teachers are motivated to perform better, resulting in enhanced learner outcomes.

The top ten supervisory practices of school heads are integral across all schools, focusing on stakeholders' involvement in school activities, learner progress outcomes, teacher and classroom development, and overall school environment progress. These practices guide school heads in creating a supportive and conducive learning environment, thereby enhancing their leadership qualities. According to Kempa *et al.*, (2017), the principal's ability significantly shapes educational institutions by fostering a positive school culture. Forbes (2015)

supports this by highlighting the expectation for effective school managers to be academically goal-oriented and to supervise instructional and co-curricular practices effectively. They also play a crucial role in motivating teachers, engaging the community, and promoting participatory decision-making processes.

Conversely, the top five least practiced supervisory activities by school heads in Mobo South District include not providing opportunities for teachers to discuss seminars attended, lacking transparency in financial matters, neglecting to provide appraisal forms after observations, failing to ensure energy-saving environments, and not requiring monthly accomplishment reports from teachers. These practices are vital for establishing better schools, teachers, and learners. Transparency in financial matters and energy-saving initiatives build trust and support from stakeholders. Providing appraisal and feedback opportunities help teachers improve their daily lesson delivery, while monthly reports allow for ongoing evaluation and improvement of teaching strategies (Calma, 2007).

4.2. Level of Practices by the School Heads as Perceived by the Teachers

Table 2. The level of practice by the school heads of the supervisory functions as perceived by the teachers.

Supervisory Practices	Weighted Mean	Interpretation
Checking of lesson plan, lesson notes daily.	4.11	Practiced
Checking of attendance of the pupils, teachers and other school personnel every day.	4.14	Practiced
Monitoring the cleanliness and orderliness inside and outside the classroom.	4.09	Practiced
Reminding the teachers to maintain conducive and friendly classroom environment.	4.15	Practiced
Ensuring the energy-saving learning environment.	3.69	Practiced
Updating the classroom display and bulletin boards.	4.00	Practiced
Creating and ensuring the proper segregation of waste inside and outside of the school campus.	3.97	Practiced
Conducting classroom observation to all the teachers. (Announced and unannounced)	3.86	Practiced
Giving appraisal form after the conduct of observation.	3.75	Practiced
Providing assistance to teachers in improving their teaching competence.	3.81	Practiced
Giving opportunity to discuss/re-eco every seminars attended by the teachers.	3.60	Practiced
Checking and collecting (monthly/quarterly) up-to-date reports such as class records, SF1, SF2, SF3, SF10 or Form 137, Form 138, nutritional status, Phil-IRI, ECCD checklist, TOS, test questions and other school reports required.	4.13	Practiced
Developing good and harmonious relationship with the teachers, students, parents and other stakeholders.	4.11	Practiced
Average Weighted Mean	**3.98**	**Practiced**

Table 2 presents the perceived level of practice by school heads in Mobo South District as reported by teachers, along with the weighted mean, and corresponding interpretations. The findings reveal an average weighted mean of 3.98, interpreted as Practiced. Table 2 further details that among 30 supervisory practices assessed, only one achieved an Always Practiced rating, while the remaining 29 practices were rated as Practiced. Salandanan (2012) identifies effective schools as those fostering positive relationships among stakeholders, emphasizing attributes such as diverse teaching strategies, annual teacher evaluations, a congenial teacher atmosphere, active participation in seminars, visible and engaged school leadership, and cooperative faculty clubs. These attributes are crucial for creating an effective school environment.

To enhance school effectiveness and efficiency, school heads in Mobo South District must strive to achieve an Always Practiced level across all supervisory practices. These results underscore the importance of elevating all supervisory practices to this level to ensure the success of school activities and foster harmonious relationships among stakeholders, both internal and external (Welch & Hodge, 2018).

According to EDCOM (1992) report, the quality of school principals significantly influences educational quality, emphasizing that school heads can indeed achieve the "Always Practiced" level. Effective school leadership, akin to driving a car, depends entirely on the skill of the driver—the school head's leadership quality determines the school's overall quality.

4.3. Assistance Offered by the School Heads along Instructional Activities in Mobo South District

Findings as presented in Table 3, highlight the distribution of responses among various forms of support offered. Notably, out of these respondents, only 14 specifically addressed assistance related to instructional activities.

Table 3. Assistance offered by the School Heads along Instructional Activities in Mobo South District.

Instructional Activities	Number of Responses
Providing interventions to non-reader pupils/ conducting reading validation in literacy and numeracy.	6
Updating DRRM and school calendar activities.	1
Supporting in forms of simple advices and other moral support to make learning instructions a must.	1
Holding of classes if the teacher is not around.	1
Allowing the teachers to attend seminars or any related activity for professional growth.	1
Strictly imposing discipline on teachers' attendance.	1
Providing pupils assistance such as papers, pencils and ballpen.	1
Giving assistance in ICT related activities	1
Reminding teachers to be updated always on whatever reports to be done in order for the teachers to do their job successfully and effectively for the good and improvement of the school, pupils as well as the teaching process.	1

Six respondents mentioned receiving support such as providing interventions for non-reader pupils and conducting reading validation in literacy and numeracy. The remaining responses were varied, with one respondent each mentioning activities like updating Disaster Risk Reduction Management (DRRM) and school calendar activities, offering moral support and simple advice, holding classes in the absence of teachers, allowing attendance at seminars for professional growth, enforcing discipline on teachers' attendance, providing school supplies to pupils, assisting in ICT-related activities, and reminding teachers to stay updated on reporting requirements.

The data underscores that the predominant assistance provided by school heads in Mobo South District during instructional activities involves interventions for non-reader pupils and validation of literacy and numeracy skills. This highlights the importance placed on improving reading proficiency and supporting struggling learners. It suggests that these practices should be standard across all school heads to ensure the development of competent learners and enhance literacy levels within the school.

Supervision, as noted by Marzano & Marzano (2003), helps align teachers with organizational objectives, fostering effective task performance within the school. The modern concept of administration and supervision, as described by Cornal (2011), prioritizes the growth and development of both students and teachers through guidance and stimulation, evaluating education comprehensively rather than focusing solely on techniques.

5. CONCLUSION

The top ten supervisory practices identified in Mobo South District, include regular attendance checks, classroom display updates, waste management, and parent involvement, are crucial for effective school management according to Department of Education standards. It is imperative that all school heads implement these practices consistently to enhance school leadership, benefiting learners, teachers, and overall educational quality, as the effectiveness of school heads significantly influences educational outcomes.

The level of supervisory practice by school heads in Mobo South District, perceived by teachers, averages at 3.98, indicating a Practiced level. This suggests that school heads need continuous professional growth to achieve an Always Practiced level, fostering a modern educational environment conducive to 21st-century teaching and learning practices. Enhancing supervisory practices is critical for school heads to effectively lead and improve educational standards.

Lastly, school heads in Mobo South District provide assistance

across nine instructional activities, such as interventions for non-readers and support for professional growth through seminars. These efforts are crucial for improving teaching strategies and student outcomes, particularly in literacy and numeracy. Collaborative efforts between teachers and school heads are essential to creating a supportive learning environment that promotes student success.

RECOMMENDATIONS

This study offers the following recommendations: (1) Ensuring school heads consistently practice effective supervisory techniques and provide necessary assistance to reduce non-reader pupils, thereby enhancing student literacy and overall learning quality; (2) Conducting regular assessments of supervisory practices by Public Schools District Supervisors to maintain high standards of school leadership; and (3) The Department of Education should integrate these findings into school head evaluation frameworks to promote continuous improvement in educational leadership and student achievement. These recommendations aim to promote a conducive learning environment and improve educational outcomes across Mobo South District.

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