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**Research Article**

# Impact of Instructional Supervision Strategies on Teacher Performance in Hinabangan Samar District 1

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**ABSTRACT**

The effectiveness of instructional supervision strategies on teacher performance is a critical area of educational research. This study aimed to determine the effectiveness of different instructional supervision strategies employed by school heads and their impact on the instructional performance of teachers in the Hinabangan Samar District I. This study utilized the descriptive-correlational research design using the researcher-developed survey questionnaire administered to 81 public school teacher-respondents who were randomly sampled. The high effectiveness of school heads' instructional supervision practices in the Hinabangan Samar District I as evidenced by a composite mean of 4.82 highlights the positive influence of strong leadership and supportive practices. The very high positive correlation observed in the Hinabangan Samar District I reinforce the importance of robust supervision systems in educational settings. School heads should prioritize regular classroom observations, provide constructive feedback, and offer professional development opportunities. Additionally, fostering a collaborative culture among teachers can further enhance the effectiveness of instructional supervision.

***Keywords***: *Instructional supervision, Supervision strategies, Teacher performance*

## Introduction

The effectiveness of instructional The effectiveness of instructional supervision strategies on teacher performance is a critical area of educational research. Instructional supervision refers to the practices and processes employed by educational leaders to improve teaching and learning (Balaca, 2023). It encompasses activities such as classroom observations, feedback sessions, professional development workshops, and collaborative planning. The primary objective is to enhance instructional quality and teacher effectiveness (Anabo, 2024; Göker & Göker, 2023).

Several models of instructional supervision have been identified in the literature. These models were categorized into clinical supervision, peer coaching, and self-directed

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development (Allison & Thompson, 2023). The clinical supervision model involves a structured cycle of pre-observation, observation, and post-observation conferences, aimed at providing detailed feedback and support (Dasig & Pascua, 2016). Peer coaching allows teachers to work collaboratively to observe each other's classes and provide constructive feedback, fostering a culture of mutual support and continuous improvement (Valderama et al., 2019). The self-directed development model encourages teachers to set their own professional goals and seek resources or training to achieve them, promoting autonomy and self-reflection (Vasli & Asadiparvar-Masouleh, 2024).

Research has shown that effective instructional supervision can lead to significant improvements in teacher performance. Accordingly, teachers who received regular, constructive feedback reported increased instructional efficacy and job satisfaction (Kurt & Duyar, 2023). Similarly, comprehensive supervision strategies could lead to higher student achievement (Hoehn et al., 2023). Despite the benefits, several challenges impede the effectiveness of instructional supervision, including time constraints, lack of training for supervisors, and resistance to feedback (Bahtilla, 2024; Lancaster et al., 2013).

In the context of the Hinabangan Samar District, these challenges may be exacerbated by resource limitations and large teacher-to-supervisor ratios. Literature suggests that teachers perceive clinical supervision as the most beneficial due to the detailed feedback and structured support it provides. Peer coaching was also positively received, although its effectiveness varied depending on the teachers' willingness to engage in collaborative practices. Comparative studies in similar educational settings corroborate these findings. This study aimed to determine the effectiveness of different instructional supervision strategies employed by school heads and their impact on the instructional performance of teachers in the Hinabangan Samar I District.

## Methods

This study utilized a descriptive-correlational research design. Descriptive-correlational research design is used to describe the characteristics of a population or phenomenon and examine the relationships between variables without manipulating them (Orale & Uy, 2018). A researcher-developed survey questionnaire was utilized as the main data-gathering instrument. There were 81 public school teacher-respondents in the study, determined using Slovin's formula and sampled using the simple random sampling technique. The study was conducted in Hinabangan Samar District 1 public schools. Data were gathered using Google Forms and analyzed using SPSS software.

## Result and Discussion

This section presents the respondents' assessment on the teachers' instructional performance in variations of learning models and materials in Hinabangan Samar District 1, the respondents' assessment on the factors affecting instructional practices of teacher-respondents, and the relationship between the instructional supervision practices on the teacher's instructional performance on the variations of teaching models and materials.

### 1. Teachers Instructional Performance in Variations of Learning Models and Materials

As presented in table 1, the second indicator "*provides the significance/importance of information to be learned*" and indicator eight "*projects sincere motivation and encouragement by praising precisely the good behavior and desired learning results to communicate the importance of learning as well as to build confidence in their students' ability to master the material*" have the highest weighted mean of 4.84, while the indicator nine "*uses manipulative toys to improve sense of spatial awareness, to promote problem solving skills and to encourage creativity*" obtained the least weighted mean of 4.70 with descriptive interpretation "Excellent", respectively.

Overall, the respondents' assessment on the level of effectiveness of instructional supervision practices of School Heads in Hinabangan Samar District 1 has a composite mean of 4.78 interpreted as "Excellent." Instructional supervision is a critical component in the educational

system, particularly in enhancing the quality of teaching and learning. The findings from Hinabangan Samar District 1 collectively emphasize the critical role of effective instructional supervision in enhancing teaching performance. The excellent rating given by the teachers highlights the success of the current supervision practices and serves as a model for other districts aiming to improve their educational outcomes.

The positive assessment of instructional The positive assessment of instructional supervision practices in Hinabangan Samar District 1 has significant implications for educational leadership and policy (Balaca, 2023). It underscores the importance of:

a) **Ongoing professional development**, by providing regular training and development opportunities for teachers;
b) **Collaborative supervision**, by encouraging a collaborative approach to supervision that involves teachers in the evaluation process; and
c) **Resource allocation**, by ensuring that schools are equipped with the necessary teaching materials and resources (Anabo, 2024).

*Table 1. Teachers Instructional Performance in Variations of Learning Models and Materials*

| Teachers Instructional Performance in Variations of Learning Models and Materials | WM | Interpretation |
|---|---|---|
| 1. Creates a classroom environment which is comfortable for learners. | 4.8 | E |
| 2. Provides the significance/ importance of information to be learned. | 4.84 | E |
| 3. Uses real-life objects (realia) that enable learners to make connection to their own lives as they try to make sense of new concepts and ideas. | 4.72 | E |
| 4. Uses clear and precise language. Explain the purpose of the task, making sure that the learners understand by providing concrete, real-life and practical examples. | 4.78 | E |
| 5. Carefully introduces new concepts at a pace that is meant to allow absorption of new material and reinforcement of old material. | 4.74 | E |
| 6. Uses textbooks, charts, flashcards and alike to transmit knowledge, skills, attitude and values, also to develop one's intelligence and ability to understand. | 4.83 | E |
| 7. Learners are given multiple opportunities to improve their work when they fail. | 4.77 | E |
| 8. Projects sincere motivation and encouragement by praising precisely the good behaviour and desired learning results to communicate the importance of learning as well as to build confidence in their students' ability to master the material. | 4.84 | E |
| 9. Uses manipulative toys to improve sense of spatial awareness, to promote problem solving skills and to encourage creativity. | 4.7 | E |
| 10. Uses evidence-based method by measuring the learners' progress using real data. | 4.73 | E |
| 11. Makes clear and concise learning outcomes that is to be applied in the real-life setting from what knowledge and skills acquired by the learners in a particular instruction. | 4.73 | E |
| 12. Uses videos to increase learner's engagement and participation in a topic/lesson and process the lesson and to maximize retention. | 4.79 | E |
| 13. Engage learners in hands-on experiences and reflection for better understanding of the lesson/topic. | 4.83 | E |
| 14. Allows learner to work in pairs or small group to discuss concepts or find solutions to a problem, (e.g. peer learning, or peer tutoring). | 4.77 | E |

| Teachers Instructional Performance in Variations of Learning Models and Materials | WM | Interpretation |
|---|---|---|
| 15. Uses electronic gadgets such as computer/laptops, tablets, cellphones and alike to work efficiently such as preparing lesson fast and easy, also for the learners to complete the tasks in a short period of time. | 4.81 | E |
| **Composite Mean** | **4.78** | **E** |

Legend:
4.21 – 5.00 Excellent (E)
3.41 – 4.20 Good (G)
2.61 – 3.40 Fair (F)
1.81 – 2.60 Poor (P)
1.00 – 1.80 Very Poor (VP)

**2. School Heads Instructional Supervision Practices**

Table 2 presents the school heads instructional supervision practices. As shown in the table, all indicators such as" "*class observation" "demonstration" "individual" "group" and "clinical"* were evaluated to be "*Very Effective*". Overall, the School Heads *instructional supervision practices* has a composite mean= 4.82 with descriptive interpretation "*Very Effective*."

*Table 2. Heads Instructional Supervision Practices*

| School Head Instructional Supervision Practices | WM | Interpretation |
|---|---|---|
| 1. Class Observation | 4.90 | VE |
| 2. Demonstration | 4.80 | VE |
| 3. Individual | 4.86 | VE |
| 4. Group | 4.77 | VE |
| 5. Clinical | 4.78 | VE |
| **Composite Mean** | **4.82** | **VE** |

Legend:
4.21 – 5.00 Very Effective (VE)
3.41 – 4.20 Effective (E)
2.61 – 3.40 Effective Enough (EE)
1.81 – 2.60 Ineffective (I)
1.00 – 1.80 Very Ineffective (VI)

The study conducted in the Hinabangan Samar District provides valuable insights into the effectiveness of instructional supervision practices. The composite mean of 4.82, with a descriptive interpretation of "Very Effective," indicates that the school heads in this district are highly effective in their supervisory roles.

This high level of effectiveness can be attributed to several factors, such as **strong leadership**, where school heads likely exhibit leadership qualities crucial for effective instructional supervision, **teacher support**, reflected by the positive assessment from teachers who feel well-supported and guided in their professional growth, and a **focus on improvement**, demonstrated by a continuous commitment to enhancing teaching practices (Göker & Göker, 2023). Instructional supervision is a critical aspect of educational leadership that directly impacts the quality of teaching and learning in schools (Bahtilla, 2024). Effective instructional supervision ensures that teachers receive the necessary guidance and support to enhance their instructional practices, ultimately leading to improved student outcomes.

**3. Relationship Between the Instructional Supervision Practices on The Teacher's Instructional Performance on The Variations of Teaching Models and Materials**

Table 3 presents the results of the correlation analysis for the variables *Teachers Instructional Performance* and *Instructional Supervision Practices*, showing the correlation coefficient (r) and the p-value (p).

*Table 3. Correlation- School Heads Instructional Supervision Practices and Teacher's Instructional Performance*

| | r | p |
|---|---|---|
| **Teachers Instructional Performance and Instructional Supervision Practices** | 0.95 | <.001 |

The result of the Pearson correlation thus showed that there was a statistically significant correlation between *Teachers Instructional Performance* and *Instructional Supervision Practices*, $r(78) = 0.95$, $p = <.001$. The null hypothesis that there is no correlation between *Teachers Instructional Performance* and *Instructional Supervision Practices* in the population is therefore rejected.

Effective supervision practices are closely associated with improved teaching performance. Similarly, instructional supervision is a critical factor in enhancing teachers' instructional capabilities (Hoehn et al., 2023).

A linear regression analysis was performed to examine the influence of the variable *Instructional Supervision Practices* on the variable *Teachers Instructional Performance* as shown in table 4.

*Table 4. Model Summary*

| R | $R^2$ | Adjusted $R^2$ | Standard error of the estimate |
|---|---|---|---|
| **0.95** | 0.9 | 0.9 | 0.27 |

The regression model showed that the variable *Instructional Supervision Practices* explained 90.26% of the variance from the variable *Teachers Instructional Performance*. An ANOVA was used to test whether this value was significantly different from zero. Using the present sample, it was found that the effect was significantly different from zero, $F=722.8$, $p = <.001$, $R^2 = 0.9$.

*Table 5. ANOVA*

| Model | df | F | p |
|---|---|---|---|
| **Regression** | 1 | 722.8 | <.001 |

The following regression model is obtained:

**Teachers Instructional Performance = 0.35 + 0.93 · Instructional Supervision Practices**

- ***Constant*:** When all independent variables are equal to zero, the value of the variable *Teachers Instructional Performance* is 0.35.
- ***Instructional Supervision Practices*:** If the value of the variable *Instructional Supervision Practices* changes by one unit, the value of the variable *Teachers Instructional Performance* changes by 0.93.

The strong positive correlation between instructional supervision and teacher performance has several implications for educational practice. First, it highlights the necessity for school administrators to prioritize effective supervision practices as a means to enhance teaching quality. Second, it suggests that professional development programs for supervisors should focus on equipping them with skills to provide constructive feedback and support to teachers (Bahtilla, 2024). Lastly, the findings advocate for a collaborative approach to supervision, where teachers and supervisors work together to identify areas for improvement and develop strategies to address them.

## Conclusion

The high effectiveness of school heads' instructional supervision practices in the Hinabangan Samar District, as evidenced by a composite mean of 4.82, highlights the positive influence of strong leadership and supportive practices. Educational leaders should continue to prioritize and refine their supervisory practices to ensure sustained improvement in teaching and learning. School heads facilitated opportunities for continuous professional learning, which is crucial for teacher growth. The use of diverse teaching models and instructional materials was encouraged, promoting innovative and effective teaching practices. The very high, positive correlation observed in the Hinabangan Samar District aligns with previous research, reinforcing the importance of robust supervision systems in educational settings (Kurt & Duyar, 2023).

This study indicates that instructional supervision strategies, particularly clinical supervision and peer coaching, are effective in enhancing teacher performance. However, the success of these strategies depends on adequate training for supervisors, sufficient time allocation, and a supportive school culture. Future research should continue to explore the nuances of this relationship and identify specific supervision practices that yield the most significant improvements in teacher performance. The findings from the Hinabangan Samar District underscore the importance of effective instructional supervision in promoting high-quality education. School heads should continue to prioritize effective supervision practices, such as regular classroom observations and providing constructive feedback. Ongoing training for both teachers and supervisors is crucial to sustaining high performance and instructional quality. Promoting a collaborative culture among teachers can enhance the overall effectiveness of instructional supervision.

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