Available on: https://jmrr.ep-journals.org/ E-ISSN: 3051-3588, P-ISSN: 3051-357X

Journal of Management Research and Review

Volume: 02 Issue: 10 October-2026

School Heads' Instructional Supervisory Practices and the Performance of Teachers in the South District, Schools Division of Dipolog City

RONALD GOMONGKIG MANDAS, MAEM

Teacher, Department of Education, Dipolog City, Philippines

Leo C. Naparota, PhD

Dean, College of Arts and Sciences and School of Criminal Justice Education, Andres Bonifacio College, Inc., Dipolog City, Philippines

Published Date: October 02, 2026 **Article DOI: 10.65150/EP-jmrr/V2E10/2026-02**

ABSTRACT: This study aimed to determine the influence of school heads' instructional supervisory practices on teachers' performance in the South District, Schools Division of Dipolog City, during School Year 2025–2026. It employed a descriptive-correlational research design involving 151 teacher-respondents from schools across the district. Data were analyzed using the weighted mean, standard deviation, and Spearman rank-order correlation at the 0.05 level of significance. Findings revealed that school heads' instructional supervisory practices were Very Extensive/Always Evident. Among the dimensions, Learning Facilitator and School Leader obtained the highest mean ratings. Teachers' performance, based on their Individual Performance Commitment and Review Form (IPCRF) ratings, was generally Very Satisfactory. The relationship between school heads' instructional supervisory practices and teachers' performance was small and positive but not statistically significant. Thus, although school heads consistently demonstrated extensive instructional supervisory practices and teachers generally exhibited high levels of performance, the supervisory practices were not significantly associated with variations in teachers' IPCRF ratings. The study recommends strengthening instructional coaching and mentoring, professional learning communities, differentiated supervision, and IPCRF-based professional development planning**.** Future studies may examine other individual, organizational, and contextual factors that could explain variations in teachers' performance.

KEYWORDS: instructional supervision, instructional leadership, school heads, teacher performance, IPCRF, South District

INTRODUCTION

School heads' instructional supervisory practices refer to the systematic ways by which school leaders guide, monitor, support, and evaluate teachers to improve classroom instruction and learner outcomes. These practices include classroom observation, post-conference feedback, checking of lesson plans and instructional materials, coaching and mentoring, monitoring of curriculum implementation, and providing professional development opportunities based on teachers' needs. Effective instructional supervision is not limited to inspection or fault-finding; rather, it emphasizes collaborative support, reflective dialogue, and continuous improvement of teaching practices. Balyer and Özcan (2020) argued that instructional supervision becomes effective when school leaders provide constructive feedback, encourage professional learning, and help teachers improve their instructional strategies. Similarly, Kraft et al. (2018) emphasized that coaching and feedback are important supervisory mechanisms because they help teachers refine their classroom practices and improve student learning. In the Philippine context, the Results-Based Performance Management System (RPMS) and the Philippine Professional Standards for Teachers (PPST) provide national frameworks for aligning supervision, performance management, and teachers' professional growth. Taken together, these studies affirm that instructional supervision whether in international or Philippine settings is most effective when it is collaborative, feedback-driven, and aligned with professional standards, thereby contributing to better teachers' performance, improved instructional delivery, and a more supportive school environment.

Teachers' performance refers to the extent to which teachers effectively perform their instructional, professional, and organizational responsibilities in the school setting. It includes the ability to plan lessons, deliver instruction, manage classroom learning, assess student progress, provide feedback, maintain professionalism, and participate in school-related activities that support learner development. In the Philippine education system, teachers' performance were anchored on the Results-Based Performance Management System (RPMS) and the Philippine Professional Standards for Teacher (PPST). These frameworks provide clear, standardized benchmarks that guide how teachers are evaluated and supported, ensuring that performance assessment covers not only classroom instruction but also professional growth, community linkages, and responsiveness to diverse learners. By grounding teachers' performance in RPMS and PPST, the Department of Education ensures that supervision and evaluation are systematic, developmental, and aligned with national educational goals. Dicke et al. (2018) found that teachers' performance is influenced by teachers' professional competence, motivation, and ability to manage instructional demands effectively. Similarly, Skaalvik and Skaalvik (2020) emphasized that teachers who experience support, professional commitment, and a positive work environment are

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

more likely to demonstrate stronger teaching performance and sustain effective classroom practices. In the Philippine context, Gagarin (2026) found that the implementation of RPMS and PPST, particularly through coaching, mentoring, and performance feedback, significantly enhanced teachers' performance and provided a structured basis for professional growth. Collectively, these perspectives highlight that teachers' performance is shaped not only by individual competence and motivation but also by institutional frameworks and supervisory support that ensure teaching practices remain responsive, professional, and aligned with educational goals. Building on these perspectives, it becomes necessary to examine how instructional supervisory practices correlate with teachers' performance, particularly in determining whether supportive supervision and standardized evaluation frameworks jointly reinforce effective teaching and professional growth.

The correlation between school heads' instructional supervisory practices and the performance of teachers shows how supervision is associated with the improvement of teachers' instructional duties and professional responsibilities. When school heads regularly conduct classroom observation, provide constructive feedback, check lesson plans, monitor curriculum implementation, and offer coaching or mentoring, teachers are guided to improve their teaching strategies, classroom management, assessment practices, and overall work performance. Recent studies found a strong association between school heads' instructional supervision and teachers' performance, suggesting that stronger supervisory practices are linked with better instructional task performance and professional growth. Godes and Dioso (2024) reported a significant relationship between school heads' instructional supervisory practices and teachers' performance. Butcon & Tudlasan (2026), examined instructional supervision of school heads and its relationship to teachers' performance based on PPST domains in Bohol. Their findings reinforce the local evidence that supervisory competence is positively linked with teachers' performance. Although the relationship is best understood as correlational rather than causal, the convergence of international and Philippine evidence underscores that instructional supervision functions as a vital support mechanism in sustaining and enhancing teachers effectiveness

Despite the growing body of research on instructional supervision and teachers' performance, there is limited empirical evidence on how these variables interact within the South District, Schools Division of Dipolog City. Previous studies have established that instructional supervision, particularly through practices such as classroom observation and feedback, coaching and mentoring, and curriculum monitoring with professional support, is associated with teachers' instructional effectiveness and professional development. However, much of the existing research has been conducted in educational settings outside the South District, making it difficult to determine whether similar patterns are evident under its particular school conditions, leadership practices, teachers characteristics, learner needs, and available instructional resources. More specifically, limited localized evidence simultaneously examines school heads' instructional supervisory practices in terms of resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader, and teachers' performance in terms of planning instruction, knowledge of the subject matter, and students' engagement, which are the specific dimensions adopted in the present study. Furthermore, there remains a need to determine whether perceptions of instructional supervisory practices and teachers' performance significantly differ according to teachers' demographic and professional profiles and whether a significant relationship exists between the two major variables within the local context. Addressing these gaps is important because findings obtained from other districts or educational settings would not fully represent the supervisory experiences and performance conditions of teachers in the South District. Hence, the present study seeks to provide district-specific empirical evidence that would serve as a basis for strengthening school heads' instructional leadership, designing responsive supervisory and professional development interventions, and enhancing teachers' performance in the Schools Division of Dipolog City.

LITERATURE

School Heads' Instructional Supervisory Practices

School heads' instructional supervisory practices are important leadership functions that focus on improving the quality of teaching and learning through direct support to teachers. These practices include classroom observation, instructional feedback, coaching, mentoring, checking of lesson plans, monitoring of curriculum implementation, and providing appropriate learning resources. Balyer and Özcan (2020) emphasized that school principals play an important role in providing instructional feedback during classroom supervision, although feedback must be specific and developmental for teachers to benefit from it. Similarly, Kolako (2024) stressed that principals' classroom observation practices help improve teaching and learning by allowing school heads to monitor instruction, support classroom management, and identify teachers' instructional needs. Thus, instructional supervision serves as a mechanism for helping teachers improve their teaching strategies and classroom performance.

Instructional Specialist

The role of the school head as an instructional specialist is an important part of instructional supervisory practices because it focuses on helping teachers improve the quality of classroom instruction. As instructional specialists, school heads guide teachers in selecting appropriate teaching strategies, improving classroom management, using assessment results, and aligning learning activities with curriculum requirements.

Curriculum Specialist

As a curriculum specialist, the school head performs an important instructional supervisory role in guiding teachers toward the proper interpretation, implementation, and evaluation of the curriculum. This role includes helping teachers align lesson objectives with curriculum standards, prepare appropriate learning activities, select relevant instructional materials, and ensure that classroom instruction responds to learners' needs.

Learning Facilitator

As a learning facilitator, the school head plays an important role in creating opportunities for teachers to continuously improve their professional knowledge, instructional skills, and classroom practices. This role involves encouraging teachers to participate in professional development activities, mentoring sessions, peer collaboration, coaching, Learning Action Cell sessions, and reflective teaching practices.

School Leader

As a school leader, the school head plays a vital role in setting the direction of the school, motivating teachers, promoting a positive learning climate, and ensuring that instructional goals are achieved. This role involves leading teachers toward the attainment of school objectives, monitoring instructional performance, supporting professional development, and creating a culture of accountability and collaboration.

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

Performance of Teachers

Teacher performance refers to the effective fulfillment of teachers' instructional, professional, and school-related responsibilities that contribute to quality teaching and learner development. It encompasses the broader professional responsibilities expected of teachers, including instructional delivery, classroom management, assessment, professional responsibilities, and participation in school improvement activities.

Conceptual Framework

The conceptual framework of the study is illustrated in Figure 1. Part I: highlights the independent variable, school heads' instructional supervisory practices which is measured through five (5) indicators, namely: resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Part II: contains the dependent variable, performance of the teachers, which is based on the Individual Performance Commitment and Review Form (IPCRF) ratings for S.Y. 2025-2026.

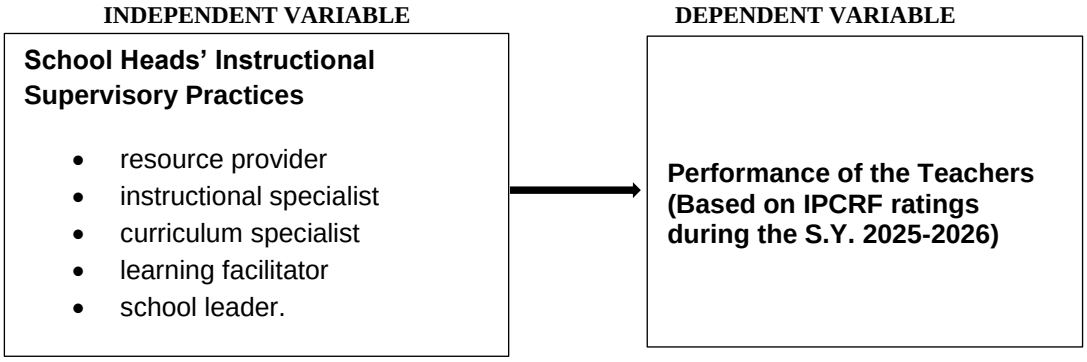


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the influence of the school heads' instructional supervisory practices on the performance of the teachers in the South District, Schools Division of Dipolog City during the School Year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of school heads' instructional supervisory practices in terms of:
   - 1.1 resource provider,
   - 1.2. instructional specialist,
   - 1.3. curriculum specialist,
   - 1.4. learning facilitator, and
   - 1.5. school leader?
2. What is the respondents' level of performance based on IPCRF ratings during the School Year 2025-2026?
3. Is there a significant relationship between the respondents" perceived level of school heads' instructional supervisory practices and level of performance based on IPCRF?

Hypothesis

1. There is no significant relationship between the respondents' perceived level of school heads' instructional supervisory practices and level of performance based on IPCRF ratings.

Scope and Limitations of the Study

This study focused on the school heads' instructional supervisory practices and teachers' performance in the South District, Schools Division of Dipolog City, during School Year 2025–2026. It involved 151 teacher-respondents and examined instructional supervisory practices in terms of five dimensions: resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Teachers' performance was determined using their Individual Performance Commitment and Review Form (IPCRF) ratings. The study also examined differences in instructional supervisory practices and teachers' performance according to selected demographic and professional characteristics and determined the relationship between the two major variables. The study was delimited to teachers in the South District, Schools Division of Dipolog City; hence, the findings are specific to the respondents and context investigated and should not be generalized to other districts or educational settings without appropriate consideration of contextual differences. Other individual, organizational, and contextual factors that may influence teachers' performance were beyond the scope of the study.

RESEARCH METHODOLOGY

Method Used

The study employed a **quantitative descriptive-correlational research design** to examine school heads' instructional supervisory practices and teachers' performance in the South District, Schools Division of Dipolog City. The descriptive component was used to determine the respondents' profile, perceived level of school heads' instructional supervisory practices, and teachers' performance based on their **Individual Performance Commitment and Review Form (IPCRF)** ratings. The correlational component was used to determine whether a significant relationship existed between school heads' instructional supervisory practices and teachers' performance without manipulating the variables. Data were collected through a survey questionnaire and analyzed using appropriate descriptive and nonparametric statistical techniques. This design was appropriate because the study sought to describe the variables as they naturally occurred and determine their statistical relationship.

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

Research Instrument

The study utilized a structured questionnaire consisting of three parts. Part I gathered the respondents' demographic and professional profile in terms of sex, age, civil status, educational attainment, years of experience, position/title, class size, and grade level taught. Part II measured the School Heads' Instructional Supervisory Practices using a questionnaire adopted from Godes and Dioso (2024), covering five dimensions: resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Part III determined teachers' performance using their Individual Performance Commitment and Review Form (IPCRF) ratings for School Year 2025–2026, based on DepEd Order No. 2, s. 2015.

Ethical Considerations

The study adhered to established ethical principles in conducting research involving human participants. Ethical clearance and institutional permission were secured from the appropriate authorities before data collection. Participation was voluntary, and informed consent was obtained from the teacher-respondents after they were informed of the purpose of the study and their right to decline or withdraw from participation. The respondents' privacy, anonymity, and confidentiality were protected throughout the research process, and the information collected was used solely for research purposes. The researcher also ensured the secure handling of the accomplished questionnaires and research data to prevent unauthorized disclosure of respondents' identities and responses. These measures upheld the principles of respect for persons, voluntary participation, confidentiality, and responsible data management throughout the study.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

The data were analyzed using weighted mean, standard deviation, and Spearman rank-order correlation. Weighted mean and standard deviation were used to determine the levels of school heads' instructional supervisory practices and teachers' performance. Spearman rank-order correlation (Spearman's rho) was used to determine the relationship between school heads' instructional supervisory practices and teachers' performance. All inferential statistical tests were evaluated at the 0.05 level of significance.

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of school heads' instructional supervisory practices in terms of:
   - 1.1 resource provider,
   - 1.2. instructional specialist,
   - 1.3. curriculum specialist,
   - 1.4. learning facilitator, and
   - 1.5. school leader?

Table 1: Summary of the Perceived Level of School Heads' Instructional Supervisory Practices

	AWV	SD	Description	Interpretation
A. Resource Provider	4.36	0.66	Very Extensive	Always Evident
B. Instructional Specialist	4.38	0.70	Very Extensive	Always Evident
C. Curriculum Specialist	4.36	0.71	Very Extensive	Always Evident
D. Learning Facilitator	4.42	0.69	Very Extensive	Always Evident
E. School Leader	4.42	0.69	Very Extensive	Always Evident
Overall	**4.39**	**0.67**	**Very Extensive**	**Always Evident**

AWV=Average Weighted Value, SD=Standard Deviation

Table 1 summarizes the perceived level of the school heads' instructional supervisory practices. The results revealed an overall AWV of 4.39 with a standard deviation of 0.67, described as very extensive and interpreted as always evident. This indicates that teachers in the South District generally perceive their school heads as consistently demonstrating comprehensive instructional supervisory practices. Among the five (5) dimensions, Learning Facilitator and School Leader obtained the highest AWV of 4.42 each, both with an SD of 0.69. This suggests that school heads are particularly recognized for facilitating teachers' instructional improvement and providing strategic direction toward the attainment of school goals. The Instructional Specialist dimension ranked third with an AWV of 4.38 and an SD of 0.70, indicating that school heads are also perceived to provide substantial instructional guidance and supervision. Meanwhile, Resource Provider and Curriculum Specialist both obtained an AWV of 4.36, described as very extensive and interpreted as always evident. These findings demonstrate that school heads are perceived to support teachers not only through instructional supervision but also through resource management and curriculum leadership. The relatively narrow range of AWVs, from 4.36 to 4.42, indicates a highly consistent and balanced perception across the five (5) dimensions. Moreover, the overall SD of 0.67 suggests relatively homogeneous responses among the respondents. The findings are consistent with the Department of Education's current emphasis on instructional leadership. The Department of Education's Instructional Leadership Training (Department of Education [DepEd], 2024a) emphasizes creating favorable learning conditions, supporting teachers, reflecting on instructional leadership practices, and developing research-based and data-driven initiatives to improve learning outcomes. Similarly, DepEd's Training on the MATATAG Curriculum (DepEd, 2024b) requires school heads to develop school-based curriculum implementation plans and instructional supervisory plans and emphasizes the connections among standards, instruction, assessment, evaluation, and feedback. These initiatives reflect the multidimensional nature of the school heads' role as resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. The findings are also

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

consistent with the professional development direction of DepEd, as evidenced by its continuing implementation of instructional leadership programs for school heads and supervisors across Philippine regions, including Region IX and Region X. The overall finding supports Godes and Dioso (2024), who utilized the same dimensions of instructional supervision, namely resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Their study likewise emphasized the importance of these supervisory practices in supporting teachers and improving the instructional environment. Therefore, the overall result indicates that school heads in the South District are perceived to exercise instructional supervision at a very extensive level, with particular strengths in facilitating learning and providing strategic school leadership.

2. What is the respondents' level of performance based on IPCRF ratings during the School Year 2025-2026?

Level of Teachers' Performance

Table 2: Level of Teachers' Performance in Terms of IPCRF ratings

Scale	Range of Values	Description	F	Percent	AWV	Description
1	below 1.499	Poor	0	0.00	**4.464**	**Very Satisfactory**
2	1.500-2.499	Unsatisfactory	0	0.00		
3	2.500-3.499	Satisfactory	0	0.00		
4	3.500-4.499	Very Satisfactory	81	53.64		
5	4.500-5.000	Outstanding	70	46.36		

F=Frequency, AWV=Average Weighted Value

Table 2 reveals the level of teachers' performance in terms of IPCRF ratings. The results revealed an overall AWV of 4.464, which falls within the 3.500–4.499 range and is interpreted as Very Satisfactory. Of the 151 respondents, 81 or 53.64% obtained a Very Satisfactory rating, while 70 or 46.36% obtained an Outstanding rating. Notably, none of the respondents obtained ratings classified as Poor, Unsatisfactory, or Satisfactory. Thus, 100% of the respondents were rated either Very Satisfactory or Outstanding, demonstrating a generally high level of teachers' performance in the South District, Schools Division of Dipolog City. The slightly larger proportion of teachers classified as Very Satisfactory indicates that this category represents the predominant level of performance, although the substantial proportion of teachers with outstanding ratings demonstrates that nearly one-half of the respondents exceeded the Very Satisfactory level. The overall AWV of 4.464 is also noteworthy because it is only 0.036 points below the 4.500 threshold for the outstanding category. Hence, the overall teachers' performance would be characterized as highly satisfactory and approaching the outstanding level, while the technically correct interpretation remains Very Satisfactory based on the prescribed rating scale. The findings are consistent with the Department of Education's current Performance Management and Evaluation System for teachers. DepEd Memorandum No. 017, s. 2025 (DepEd, 2025a) provides that teachers' performance assessment is aligned with the Philippine Professional Standards for Teachers and involves performance planning, monitoring and coaching, performance review and evaluation, and performance rewarding and development planning. The current multi-year PMES framework under DepEd Memorandum No. 089, s. 2025 (DepEd, 2025c) further demonstrates the Department's continuing effort to institutionalize and strengthen systematic teachers' performance management for School Years 2025–2026 to 2027–2028. These policies emphasize that teachers' performance assessment should be connected with professional growth, coaching, monitoring, and development rather than merely the assignment of an end-of-year rating. In this context, the high performance ratings of the respondents suggest that teachers in the South District are generally meeting or exceeding the performance expectations established under the Department's teacher performance-management framework. The finding is consistent with Hasanodin and Arazo (2024), who utilized IPCRF ratings as indicators of teachers' performance. The use of IPCRF-based performance measures provides a reliable basis for describing teachers' professional performance and for examining its association with selected demographic and professional characteristics. The finding also provides an important descriptive context for examining the relationship between school heads' instructional supervisory practices and teachers' performance.

3. Is there a significant relationship between the respondents" perceived level of school heads' instructional supervisory practices and level of performance based on IPCRF?

Table 3: Test of Relationship between the Levels of School Heads' Instructional Practices and Teachers' Performance

Variables Correlated	rho value	p-value @ 0.05	Interpretation
School Heads' Level of Instructional Practices and Level of Teachers' Performance	0.115	0.159	Small/low positive correlation Not Significant

Table 3 displays the test of the relationship between the levels of school heads' instructional practices and teachers' performance. When the dataset is subjected to the Spearman Rank-Order Correlation Coefficient (Spearman rho), the results revealed a Spearman rho value of 0.115 and a p-value of 0.159. The Spearman rho value indicates a small or low positive correlation between school heads' instructional supervisory practices and teachers' performance. This means that higher levels of perceived instructional supervisory practices tend to be accompanied by slightly higher levels of teachers' performance. However, the relationship was not statistically significant because the obtained p-value of 0.159 is greater than the 0.05 level of significance. Hence, the null hypothesis is not rejected. The finding indicates that, based on the data gathered from

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

teachers in the South District, Schools Division of Dipolog City, there is insufficient statistical evidence to establish a significant relationship between school heads' instructional supervisory practices and teachers' IPCRF performance. This finding is noteworthy because the descriptive results showed that school heads' instructional supervisory practices were rated very extensive and always evident (AWV = 4.39), while teachers' performance was rated Very Satisfactory (AWV = 4.464). Thus, the high level of instructional supervision and the high level of teachers' performance did not necessarily correspond to a statistically significant association between the two variables. The finding differs from several recent Philippine studies. Godes and Dioso (2024) reported a significant relationship between school heads' instructional supervisory practices and teachers' performance among public-school teachers in Monkayo West District, using the same major dimensions of instructional supervision: resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Similarly, Claud and Dalisay (2024) found significant relationships between school heads' supervisory practices and teachers' performance in the Schools Division of Romblon. Tuico and Callo (2024) also found that school heads' direct supervision, attitudes, and practices were significantly related to teachers' performance in San Pablo City. These contrasting findings suggest that the relationship between instructional supervision and teachers' performance would vary according to the educational context, measures of performance, school conditions, and other intervening variables. The present non-significant result would also be associated with the relatively high ratings obtained for both variables, which would limit variability in the respondents' scores. Moreover, instructional supervision would influence teachers' performance indirectly through professional development, teachers' motivation, self-efficacy, collaboration, and other organizational factors. This interpretation is consistent with current Philippine educational reforms that emphasize instructional leadership as part of a broader system of school leadership and teachers' professional development. DepEd's Teacher Effectiveness and Competencies Enhancement Project (DepEd, 2024c), for example, integrates coaching and instructional leadership to support the professional growth of teachers and school leaders. The Department has likewise strengthened school leadership development through the National Assessment for School Heads (DepEd, 2025b), which is intended to assess readiness and identify areas for professional improvement among aspiring school leaders. Therefore, while the present study did not establish a statistically significant relationship between school heads' instructional supervisory practices and teachers' IPCRF performance, the positive direction of the correlation suggests that instructional supervision remains potentially relevant to teachers' performance and warrants further investigation using more comprehensive models that consider mediating and moderating factors.

DISCUSSION

The findings demonstrate that school heads in the South District consistently performed their instructional supervisory responsibilities at a **very extensive level**, particularly in their roles as learning facilitators and school leaders. This indicates that school heads actively promote professional learning, provide instructional guidance, encourage collaboration, support curriculum implementation, and provide direction toward the attainment of school goals. Teachers likewise demonstrated a generally **very satisfactory level of performance**, showing that they effectively carried out their instructional and professional responsibilities. However, the relationship between school heads' instructional supervisory practices and teachers' performance was **small, positive, and not statistically significant**. This suggests that although effective instructional supervision is consistently evident in the schools, differences in supervisory practices do not necessarily correspond to meaningful differences in teachers' performance. The finding further indicates that teachers' performance may be associated with other individual, professional, organizational, and contextual factors beyond instructional supervision. Therefore, instructional supervision should continue to emphasize coaching, mentoring, professional learning, collaborative support, and continuous professional development while recognizing that teachers' performance is influenced by multiple factors.

CONCLUSION

The study concludes that school heads in the South District demonstrate very extensive instructional supervisory practices**,** reflecting their consistent performance of supervisory responsibilities in supporting instruction, curriculum implementation, professional learning, and school leadership. Teachers likewise demonstrate a very satisfactory level of performance**,** indicating effective fulfillment of their professional and instructional responsibilities. However, the absence of a significant relationship between instructional supervisory practices and teachers' performance indicates that a high level of supervision does not necessarily correspond to differences in teachers' IPCRF performance. Thus, teachers' performance may be associated with other individual, professional, organizational, and contextual factors beyond the instructional supervisory practices examined in the study.

Authors' contribution: Conceptualization, research methodology, data gathering and analysis is performed by the authors.
Conflict of interest statement: All authors declare no conflict of interest.
Ethical review statement: the research is submitted to the ethical review committee and approved for the conduct of the study. It does not involve human-sensitive issues.
Funding: the study is funded by the authors

REFERENCES

1) Balyer, A., & Özcan, K. (2020). School principals' instructional feedback to teachers: Teachers' views. *International Journal of Curriculum and Instruction, 12*(Special Issue), 295–312.
2) Butcon, R. G., & Tudlasan, R. T., Jr. (2026). Instructional supervision of school heads and its relationship to teachers performance based on PPST domains. *Excellencia: International Multi-disciplinary Journal of Education*, *4*(2), 184–231.
3) Claud, D. D., & Dalisay, J. P. (2024). Demographic profile, school heads' supervisory practices, and teachers' performance: Towards corresponding intervention program. *Romblon State University Research Journal*, *6*(2), 72–80. https://doi.org/10.58780/rsurj.v6i2.208

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

4) Department of Education. (2015). *Guidelines on the establishment and implementation of the Results-Based Performance Management System (RPMS) in the Department of Education* (DepEd Order No. 2, s. 2015). https://www.deped.gov.ph/2015/02/06/do-2-s-2015-guidelines-on-the-establishment-and-implementation-of-the-results-based-performance-management-system-rpms-in-the-department-of-education/
5) Department of Education. (2024a). *Instructional Leadership Training (ILT): Strengthening learning conditions for early literacy program* (PD2024-0001-0115). https://www.deped.gov.ph/2024/10/04/instructional-leadership-training-ilt/
6) Department of Education. (2024b). *Training on the MATATAG Curriculum for Kindergarten, Grade 1, 4 & 7 (K147) school leaders and teachers* (PD2024-0002-0223). https://www.deped.gov.ph/2024/10/24/training-on-the-matatag-curriculum-for-kindergarten-grade-1-4-7-k147-school-leaders-and-teachers/
7) Department of Education. (2024c, January 24). *DepEd, World Bank unveil teacher development project in Mindanao*. https://www.deped.gov.ph/2024/01/24/deped-world-bank-unveil-teacher-development-project-in-mindanao/
8) Department of Education. (2025a). *Interim guidelines for the Department of Education Performance Management and Evaluation System for teachers in the school year 2024–2025* (DepEd Memorandum No. 017, s. 2025). https://www.deped.gov.ph/category/issuances/page/56/
9) Department of Education. (2025b). *Administration of the National Assessment for School Heads for fiscal year 2025* (DepEd Memorandum No. 069, s. 2025). https://www.deped.gov.ph/wp-content/uploads/DM_s2025_069r.pdf
10) Department of Education. (2025c). *Guidelines on the multi-year Performance Management and Evaluation System (PMES) for teachers from school years 2025–2026 to 2027–2028* (DepEd Memorandum No. 089, s. 2025). https://www.deped.gov.ph/2025/10/01/october-1-2025-dm-089-s-2025-guidelines-on-the-multi-year-performance-management-and-evaluation-system-for-teachers-from-school-years-2025-2026-to-2027-2028/
11) Dicke, T., Stebner, F., Linninger, C., Kunter, M., & Leutner, D. (2018). A longitudinal study of teachers' occupational well-being: Applying the job demands-resources model. *Journal of Occupational Health Psychology, 23*(2), 262–277. https://doi.org/10.1037/ocp0000070
12) Gagarin, W. M., Jr. (2026). Results-Based Performance Management System (RPMS)–Philippine Professional Standards for Teachers (PPST) implementation, school leadership and teacher's performance towards a school human resource proposed development plan. *The International Review of Multidisciplinary Research, 1*(4), 633–641. https://doi.org/10.5281/zenodo.19894314
13) Godes, A. R., & Dioso, E. (2024). School head's instructional supervisory practices and the performance of the teachers: A correlational study. *Psychology and Education: A Multidisciplinary Journal, 23*(7), 857–873. https://doi.org/10.5281/zenodo.13310054
14) Hasanodin, H. S., & Arazo, V. H. (2024). Competencies and performance of teachers in Balo-I District. *Psychology and Education: A Multidisciplinary Journal, 20*(4), 483–493. https://doi.org/10.5281/zenodo.11408002
15) Kolako, J. B. (2024). Principals' classroom observation practices and their influence on teaching and learning in public secondary schools in Machakos Sub-County, Kenya. *Universal Journal of Educational Research, 3*(1), 24–34.
16) Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research, 88*(4), 547–588. https://doi.org/10.3102/0034654318759268
17) Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: Relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study. *Teachers and Teaching, 26*(7–8), 602–616. https://doi.org/10.1080/13540602.2021.1913404
18) Tuico, E. V., & Callo, E. C. (2024). School heads' direct supervision, attitudes and practices and teachers' performance during the post pandemic era. *International Journal of Multidisciplinary: Applied Business and Education Research, 5*(12), 5228–5253. https://doi.org/10.11594/ijmaber.05.12.23

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/