

Effect of Instructional Supervision on Teachers' Teaching Performance in Public Elementary Schools

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Abstract. This study explored the effect of instructional supervision on teachers' teaching performance in public elementary schools, focusing on Minglanilla Central Elementary School. The research involved 30 public elementary school teachers as respondents and employed a descriptive-correlational design. Data were collected using a structured questionnaire that examined the level of instructional supervision practices and teachers' teaching performance. Findings revealed that instructional supervision, particularly in classroom observation, feedback, and mentoring, was consistently practiced and positively perceived by teachers. Likewise, teachers demonstrated a high level of teaching performance in terms of lesson delivery, classroom management, and learner engagement. The results further indicated a significant relationship between instructional supervision and teaching performance, suggesting that effective and supportive supervision contributes to improved instructional practices. The study highlights the importance of strengthening supervision mechanisms to enhance teacher effectiveness and promote better learning outcomes among pupils.

Introduction

Instructional supervision plays a vital role in improving the quality of teaching and learning in public elementary schools, as it provides teachers with guidance, feedback, and professional support necessary for continuous improvement. In recent years, educational research has emphasized effective supervision—through classroom observation, mentoring, and constructive feedback—enhances teachers' instructional practices and overall performance (Garcia & Weiss, 2021; OECD, 2022). In the Philippine context, strengthening instructional supervision has become increasingly important in addressing diverse learner needs and ensuring quality education in basic schools (Department of Education [DepEd], 2023). At Minglanilla Central Elementary School, where teachers are expected to deliver engaging and learner-centered instruction, supervision serves as a key mechanism for professional growth. Studies further suggest that when supervision is collaborative and supportive, it positively influences teachers' classroom management, lesson delivery, and student engagement (Sergiovanni & Starratt, 2021; Li et al., 2022). Thus, examining its effect on teaching performance provides valuable insights for enhancing instructional quality.

Methodology

Design

This study utilized a descriptive-correlational research design to examine the relationship between instructional supervision and teachers' teaching performance. The descriptive component was used to determine the level of instructional supervision practices and the extent of teaching performance among the respondents, while the correlational aspect aimed to identify whether a significant relationship exists between the two variables. This design was appropriate

as it allowed the researcher to gather quantifiable data and analyze patterns without manipulating any variables. The approach provided a clear understanding of how instructional supervision, including classroom observation, feedback, and mentoring, is associated with teachers' effectiveness in lesson delivery, classroom management, and learner engagement within the natural school setting of Minglanilla Central Elementary School.

Environment

The study was conducted at Minglanilla Central Elementary School, a public elementary school located in the municipality of Minglanilla, Cebu, Philippines. The school serves as one of the central educational institutions in the area, catering to a diverse population of learners from different socio-economic backgrounds. It offers complete elementary grade levels and is staffed by professionally licensed teachers committed to delivering quality basic education.

Minglanilla Central Elementary School operates under the standards and guidelines of the Department of Education (DepEd), ensuring that instructional practices align with the national curriculum and educational policies. The school implements regular instructional supervision through classroom observations, mentoring, and feedback sessions led by school heads and master teachers. This environment provides a relevant setting for examining how supervision practices influence teachers' teaching performance. With 30 public elementary school teachers as respondents, the school offers a manageable yet representative context for understanding the dynamics between instructional supervision and classroom effectiveness.

Respondents

The respondents of this study were 30 public elementary school teachers from Minglanilla Central Elementary School. They were selected using a total enumeration sampling technique, ensuring that all available teachers in the school were included in the study. The participants consisted of male and female teachers handling different grade levels, from primary to intermediate, with varying years of teaching experience.

These teachers were directly involved in classroom instruction and regularly subjected to instructional supervision practices such as classroom observations, feedback sessions, and mentoring conducted by school heads and master teachers. Their inclusion in the study was essential as they provided firsthand information on both the extent of instructional supervision and their own teaching performance. As active practitioners in the teaching-learning process, the respondents served as reliable sources of data in determining the relationship between instructional supervision and teaching effectiveness within the school setting.

Supervision Practice	Mean	Interpretation
Classroom Observation	4.50	Very High
Professional Feedback	4.40	Very High
Mentoring Support	4.35	High
Instructional Guidance	4.20	High

Table 1. Level of Instructional Supervision Practices

The results show that classroom observation and professional feedback were rated very high, indicating the strong presence of supervision practices in schools.

Teaching Dimension	Mean	Interpretation
Lesson Planning	4.45	Very High
Classroom Management	4.30	High
Instructional Delivery	4.40	Very High
Assessment Practices	4.25	High

Table 2. Teachers' Teaching Performance

The findings suggest that instructional supervision contributes significantly to improvements in teaching performance. Teachers who receive regular supervision demonstrate higher levels of instructional competence.

Research Instrument

The study was conducted at Minglanilla Central Elementary School, a public elementary school in Minglanilla, Cebu, Philippines. The school provides basic education to learners from diverse backgrounds and operates under the standards

of the Department of Education. It maintains an organized system of instructional supervision, including classroom observations, feedback, and mentoring by school heads and master teachers. This setting offers a suitable environment for examining the relationship between instructional supervision and teachers' teaching performance.

Data Collection Procedure

The data collection process began with securing permission from the school head of Minglanilla Central Elementary School to conduct the study. Upon approval, the researcher distributed structured questionnaires to the 30 teacher-respondents. Clear instructions were provided to ensure that participants understood the purpose of the study and how to answer the instrument accurately. The respondents were given sufficient time to complete the questionnaires, ensuring thoughtful and honest responses. After completion, the questionnaires were collected immediately to maintain a high retrieval rate. Throughout the process, confidentiality and anonymity of the respondents were strictly observed, and the data gathered were used solely for research purposes.

Data Analysis

The data collected from the 30 teacher-respondents were carefully organized, coded, and analyzed using both descriptive and inferential statistical techniques to ensure accurate and meaningful interpretation. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were utilized to describe the level of instructional supervision practices and the extent of teachers' teaching performance. These measures provided a clear picture of how often supervision activities—such as classroom observation, feedback, and mentoring—were implemented and how teachers performed in terms of lesson delivery, classroom management, and learner engagement.

To determine the relationship between instructional supervision and teaching performance, Pearson Product-Moment Correlation (Pearson r) was employed. This inferential statistical tool helped identify whether a significant association existed between the two variables. The results were interpreted using an appropriate level of significance, allowing the researcher to determine if instructional supervision had a meaningful effect on teaching performance. All findings were systematically presented through tables and supported by clear explanations to ensure a comprehensive and reader-friendly analysis of the study.

Results and Discussion

Result

The findings of this study revealed that instructional supervision at Minglanilla Central Elementary School was consistently practiced and positively perceived by teachers. Teachers reported that activities such as classroom observation, feedback, and mentoring were regularly implemented and helpful in enhancing their instructional practices and overall performance (Garcia & Weiss, 2021; OECD, 2022). The respondents also demonstrated a high level of teaching performance, excelling in lesson delivery, classroom management, and learner engagement, reflecting the effectiveness of supervision as a professional support mechanism.

Furthermore, correlational analysis indicated a significant positive relationship between instructional supervision and teachers' teaching performance, suggesting that consistent and supportive supervision contributes directly to improved instructional practices. These results align with findings that collaborative and constructive supervision promotes teacher growth and effectiveness, particularly in delivering learner-centered instruction (Sergiovanni & Starratt, 2021; Li et al., 2022). In the Philippine context, this underscores the importance of strengthening supervisory mechanisms to meet diverse learner needs and maintain high-quality education (DepEd, 2023).

Discussion

The results of this study indicate that instructional supervision plays a significant role in enhancing teachers' teaching performance at Minglanilla Central Elementary School. The consistent implementation of supervision activities, such as classroom observation, feedback, and mentoring, was positively perceived by teachers and contributed to high levels of lesson delivery, classroom management, and learner engagement. These findings align with research showing that effective supervision improves instructional practices and overall performance (Garcia & Weiss, 2021; OECD, 2022).

In the Philippine context, the study underscores the importance of strengthening instructional supervision to address diverse learner needs and maintain quality education in basic schools (DepEd, 2023). When supervision is collaborative and supportive, it fosters professional growth and encourages teachers to adopt more engaging, learner-centered

approaches (Sergiovanni & Starratt, 2021; Li et al., 2022). Overall, these results highlight that strategic and consistent supervision is a key factor in promoting teacher effectiveness and improving student outcomes.

Conclusion and Recommendations

Based on the findings of this study, it can be concluded that instructional supervision has a significant and positive effect on teachers' teaching performance at Minglanilla Central Elementary School. The consistent practice of supervision activities—such as classroom observation, feedback, and mentoring—enhanced teachers' lesson delivery, classroom management, and learner engagement, confirming that supportive supervision fosters professional growth and instructional effectiveness (Garcia & Weiss, 2021; OECD, 2022). In the Philippine context, these results underscore the critical role of strengthening instructional supervision to meet diverse learner needs and ensure quality education in basic schools (DepEd, 2023). Moreover, when supervision is collaborative and constructive, it encourages teachers to implement more engaging, learner-centered instructional practices, ultimately improving overall teaching performance and student outcomes (Sergiovanni & Starratt, 2021; Li et al., 2022). Therefore, sustained and effective supervision is essential for enhancing teacher effectiveness and promoting better learning experiences for pupils.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.