



Instructional Supervision and Performance Appraisal of School Heads in Relation to Teachers' Professional Growth

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Abstract

This study investigated the relationship between the instructional supervision practices and performance appraisal of school heads in relation to teachers' professional growth in the division of Iligan City. A total of 150 teachers were selected through cluster sampling. The research employed a descriptive-correlational design. Researcher-made questionnaires were used to collect data. Statistical tools such as Mean, Standard Deviation, Pearson Product-Moment Correlation, and Stepwise Regression Analysis were utilized. Findings revealed that school heads consistently demonstrated outstanding in both the supervisory functions and in performance appraisal, and teachers' professional growth was categorized as highly proficient. Correlation results showed that all supervisory practices and appraisal dimensions positively influenced teacher growth, while regression analysis confirmed classroom observation and instructional leadership as the most significant predictors. The implication is that effective instructional supervision and leadership appraisal are critical in sustaining teachers' professional growth and fostering continuous improvement in schools. The study recommends school division office (SDOs) Curriculum Implementation Division (CID) thru Education Program Supervisors (EPSs) and Public Schools District Supervisor (PSDSs) that classroom observation repositioned as a developmental practice, shifting emphasis away from compliance monitoring toward reflective feedback that enhances instructional improvement and empowers teachers.

Keywords

instructional supervision, performance appraisal, reflective practice, teachers' professional growth

1. Introduction

Instructional supervision plays a vital role in the pedagogical framework. It ensures that teaching strategies align with educational objectives and student needs. Effective supervision enhances teacher efficacy by promoting reflective practices and fostering pedagogical growth (Kho et al., 2022). It has been observed that a teacher-centered approach, which prioritizes collaboration over authoritative oversight, leads to greater job satisfaction and improved instructional effectiveness. Also, it is emphasized that the value of differentiated supervision can be measured through how it accommodates teachers' varying levels of experience and expertise (Day et al., 2020).

Recent research continues to affirm the essential role of instructional supervision in promoting teacher growth and enhancing student learning outcomes. When supervision is applied consistently and with clear objectives, it contributes to better classroom management, increased student engagement, and more effective teaching strategies. Strategic practices observed in the Hinabangan Samar District demonstrated notable improvements in teacher performance, especially when school leaders provided focused guidance and actionable feedback. Similarly, findings from the International Conference on Community Engagement and Public Health highlight how reflective supervision empowers educators to refine their instructional approaches (ICCEPH, 2025).

Moreover, performance appraisal serves as a vital tool in promoting teacher development and elevating instructional quality, particularly when it incorporates ongoing feedback and aligns with professional learning objectives. By focusing on continuous improvement, appraisal systems can help educators refine their teaching strategies and contribute more effectively to student success (Lan, 2022).

Given its importance, teachers' professional development is essential for maintaining high-quality education and adjusting to pedagogical advancements. Research suggests that sustained engagement in professional learning leads to improved instructional strategies and heightened student engagement (Alexopoulos & Dimas, 2023). Furthermore, it is argued that personalized learning opportunities, such as mentoring and coaching, have a substantial impact on teachers' effectiveness. Adding to this, it is forwarded that collaborative professional development fosters a culture of continuous innovation, benefiting both educators and learners (Darling-Hammond et al., 2022).

Recognizing this gap, the present study sought to examine the interplay between instructional supervision and performance appraisal of school heads, and how these leadership practices collectively influence teachers' professional growth (Munna and Kalam, 2021). By integrating insights from prior research, this study aimed to offer a holistic perspective on educational leadership, identifying strengths and areas for improvement within supervisory and appraisal systems.

2. Research Questions

This study aimed to determine the instructional leadership and performance appraisal of school heads in relation to teachers' professional growth in the division of Iligan City.

Specifically, it sought to answer the following questions:

1. What is the level of instructional supervision of school heads in mentoring, providing technical assistance and classroom observation as perceived by the teachers?
2. What is the level of performance appraisal of school heads in instructional leadership, school governance and operations, human resource management and development, parent and community involvement and personal & professional attributes as perceived by the teachers?
3. What is the level of teachers' professional growth in instructional practices, reflective practice, collaborative learning and engagement in research & innovation?
4. Is there a significant relationship between instructional supervision of school heads and teachers' professional growth?
5. Is there a significant relationship between the performance appraisal of school heads and teachers' professional growth?
6. What are the predictors of teachers' professional growth?

3. Research Methodology

3.1. Research Method Used

This study employed a descriptive-correlational design to describe the relationship between the instructional supervision of school heads and performance appraisal in relation to teachers' professional growth. Data were gathered through recorded oral tests, which were used to evaluate the respondents' performance in both phonology and pronunciation.

3.2. Research Setting

This study was conducted within the elementary schools of the Division of Iligan City. The division is composed of a diverse mix of public schools that serve a wide range of learners from urban and rural communities. These schools vary in size, resources, and access to technology, providing a rich context to explore how instructional supervision and appraisal of school heads and professional growth of teachers blend each other. The Division of Iligan City has been actively and closely monitoring the Monthly Technical Assistance Accomplishment Report (MTAAR) of school heads. This dynamic educational landscape provides an appropriate context to examine the levels of instructional

supervision, performance appraisal of school heads in relation to teachers' professional growth that is relevant and contextual in nature.

3.3. Respondents of the Study

The respondents of this study included elementary school teachers from the Division of Iligan City. The researcher utilized cluster sampling in selecting the respondents by randomly choosing 15 teachers from each of the 10 districts, yielding a total of 150 participants. This sample size was expected to provide statistically reliable results with an acceptable margin of error and confidence level.

3.4. Instruments of the Study

This study utilized validated test instruments such as *Instructional Supervision of School Heads Questionnaire*. This instrument assessed the level of school heads' instructional supervision. *Performance Appraisal School Heads Questionnaire*. This research-made instrument evaluated the performance level of school heads across five domains: instructional leadership, school governance and operations, human resource management and development, parent and community involvement, and personal and professional attributes. *Teacher's Professional Growth Questionnaire*. This researcher-made questionnaire was used in determining the level of teachers' professional growth or professional development.

3.5. Data Gathering Procedure

The following steps were strictly observed during the data collection process. Prior to the actual distribution of the research instruments, permission was sought from the Dean of the Graduate School of Misamis University and the Schools Division Superintendent of the Division of Iligan City, allowing the researcher to conduct the study. Once approval was granted, the researcher oriented the selected respondents on the purpose of the study and requested their voluntary and honest participation. Then the set of questionnaires was administered to the target respondents through Public School District Supervisors. After all the pieces of questionnaires were collected, the data were tabulated for statistical treatment, followed by analysis and interpretation. The findings were systematically organized to ensure clarity and relevance in addressing the research objectives. Moreover, statistical tools and methodologies were employed to derive meaningful insights from the collected data. Finally, conclusions and recommendations were formulated based on the results, contributing to the broader understanding of the study's focus.

4. Results

4.1. Level of Instructional Supervision of School Heads

The results disclosed that the school heads' level of instructional supervision based on the four (4) constructs was *Outstanding*. Mentoring, coaching, providing technical assistance, and classroom observation all obtained the same highest mean (3.50) which yielded the category *Outstanding*.

4.2. Level of Performance Appraisal of School Heads

Research question number 2 discloses the *outstanding* level of the performance appraisal of the school heads as perceived by the teachers. As revealed, the construct indicator instructional leadership obtained the highest mean score of 3.81, rated *Outstanding*, suggesting that teachers perceived the school heads as being most effective in guiding teaching and learning indicating instructional supervision as the strongest area.

4.3. Level of Teachers' Professional Growth

Third research question exposes the level of teachers' professional growth. As revealed, instructional practices, reflective practices, collaborative learning, and engagement in research and innovation all attained the highest mean of 4.36 and regarded *Highly Proficient*, indicating that the teachers were highly proficient in the core areas of professional growth, particularly in instructional practices, reflective practices, collaborative learning, and engagement in research and innovation.

4.4. Significant Relationship between the Instructional Supervision of school heads to Teachers' Professional Growth

Fourth objective shows the connection between instructional supervision and the teachers' professional growth. The result showed the construct Mentoring as the most correlated indicator with teachers' engagement in research and innovation ($r = 0.425$, $p < .001$, Highly Significant).

4.5. Significant Relationship between the Performance Appraisal of School Heads to Teachers' Professional Growth

The results of the study with the data indicate that there was a significant relationship between the performance appraisal of school heads and teachers' professional growth. *Human Resource, Management and Development* showed the strongest positive correlation with teachers' personal and professional attributes ($r = 0.848$, $p < .001$), underscoring that supportive or accommodating HR practices considerably augment and improve teacher progress or advancement.

4.6. Predictors of Teachers' Professional Growth

The result shows that *Instructional Leadership* has the strongest Negative predictive value for teachers' professional growth as evidenced in $\beta = -0.276$, $p < .001$, while *Classroom Observation* has the lowest negative predictive value, considering $\beta = -0.147$, $p < .001$. Related results show that both predictors strongly influence teachers' professional growth with the regression model accounting for 64.5% of the variance (Adjusted $R^2 = 0.645$).

5. Discussion

The findings of the study reveal that the level of instructional supervision of school heads was rated as outstanding. This suggests that teachers perceived their school heads as effective in guiding them as instructional leaders, specifically in mentoring, coaching, providing technical assistance, and classroom observation. Next, the overall level of performance appraisal of the school heads was rated as outstanding. The finding indicates that teachers consistently perceive school heads as highly effective across all performance dimensions. Literature, such as Ladrada et al. (2023) and Tatoy (2023) affirm that effective instructional leadership and governance are critical in enhancing teacher performance and school outcomes; many school heads are aware of this; thus, strive to perform outstandingly. In addition, the level of professional growth of teachers was rated as highly proficient. The findings divulge that teachers perform more effectively in instructional and collaborative dimensions than in personal attributes. Literature, such as Omar's (2025) study supported these findings as it emphasizes that continuous professional growth through reflective practice and collaboration enhances teaching effectiveness and innovation. Furthermore, there was a significant relationship between instructional supervision of school heads and the professional growth of teachers. The findings suggest that encouraging or accommodating supervisory strategies such as mentoring, coaching, and technical assistance constructively influence teachers' professional growth, while overly rigid classroom observations may hamper it. Moreover, there was a significant relationship between performance appraisal of the school heads and the professional growth of teachers. This situation implies that performance appraisal must place accountability in equilibrium with supportive and sympathetic strategies to optimize teacher growth. From the results, it was concluded that the appraisal of school heads significantly impacts teachers' professional growth, both positively and negatively. Lastly, classroom observation and instructional leadership were identified as predictors of teachers' professional growth. Literature suggests that overly critical instructional leadership and rigid classroom observations can hinder reflective practice and innovation, whereas supportive supervision fosters growth (Academia et al., 2024). This implies that the schools' appraisal systems should encourage developmental feedback and minimize punitive approaches.

6. Conclusion and Recommendation

Based on the findings of the study, it can be concluded that school heads demonstrate overall outstanding in instructional supervision, showing that the supervisory practices are applied uniformly

across the teaching staff. It was recommended that school heads sustain a supportive role in promoting teachers' professional growth and contribute to ongoing school improvement. Also, school heads demonstrate a high overall level of performance appraisal, a strong leader who provide clear instructional direction and manage school operations effectively. It was then recommended that teachers demonstrate strong commitment and active participation in activities that enhance their professional growth, improving classroom strategies open to exploring new ideas, critically examining their work, and collaborating with colleagues. Furthermore, significant positive relationship between instructional supervision of school heads and teachers' professional growth, indicating that the school heads' style and effective supervision is to cultivate a school culture characterized by openness, collaboration, and innovation. Hence, schools should strengthen collaborative practices alongside existing supervisory and leadership strengths. By fostering collegiality and shared professional responsibility, institutions can further enhance the collective capacity of educators and promote a more balanced approach to professional growth. Significant positive relationship between performance appraisal of school heads and their teachers' professional growth, suggesting that performance appraisal is closely tied to teachers' growth. Both classroom observation and instructional leadership are the most influential drivers of teacher development.

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