

Supervisory Skills and Academic Quality in the Division of Cagayan de Oro City

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ABSTRACT

The quality of education is largely determined by the effectiveness of supervisory practices; therefore, this study concentrates on evaluating supervisory skills and their influence on academic quality in the Division of Cagayan de Oro City. This study investigates the degree to which supervisory practices enhance academic quality in the Division of Cagayan de Oro City specifically to describe the profile of respondents; find out the respondent's extent of school head's supervisory skills; examine the level of academic quality as perceived by respondents; determine the significant relationship between the respondents extent of supervisory skills of school heads and their perceived academic quality; and test the significant difference in the respondents extent of supervisory skills of school head when group according to their profile. The study employed a descriptive-correlational research design involving 175 public elementary teachers selected through universal random sampling. Data were gathered using a validated researcher-made questionnaire and analyzed through frequency, mean, standard deviation, Pearson(r) Correlation, and ANOVA.

The study shows most respondents were 31–40 years old, married, with Bachelor's degrees, and 10–19 years of teaching experience. Curriculum delivery was the school chiefs' best supervision skill. The respondents rated the school environment higher for academic quality. The respondents' perceived academic quality had a significant relationship with school heads' managerial abilities. The respondents' perceived academic quality differed significantly by profile. The study found that school heads who actively oversee curriculum delivery and mentor and provide teachers constructive feedback improve student learning and instruction. Teachers should establish a lively learning atmosphere to encourage student participation.

Keywords: supervisory skills, academic quality

1. INTRODUCTION

Background of the Study

Education is essential for national development, but the Philippines still faces challenges in public schools, particularly in teaching quality, resources, and student outcomes. A key factor affecting this is instructional supervision, which involves guiding and supporting teachers to improve instruction and learner achievement.

In Cagayan de Oro City, schools experience inconsistencies in curriculum delivery, teacher competence, and professional development. Monitoring and feedback systems are often limited, affecting school performance. Although instructional supervision is recognized as important, there is limited local research on its impact.

Studies show that effective instructional leadership improves teacher performance and student outcomes (Mariano et al., 2021; Glickman et al., 2021), but context-specific evidence in Cagayan de Oro is still needed.

Guided by RA 10533, RA 9155, and DepEd policies, this study examines how school heads' supervisory practices—such as classroom observation, curriculum supervision, lesson planning, teacher support, and innovation—affect academic quality, including student achievement, school climate, and overall school performance.

Literature and Related Studies

Respondents' Profile

- Age: Younger heads adopt innovative methods; older heads prefer traditional supervision.
- Civil Status: Married heads show stability; single heads have more flexibility.
- Educational Attainment: Higher education improves leadership and supervision.
- Teaching Experience: Longer experience strengthens mentoring and instructional support.
- Training: Seminars improve supervision skills and leadership effectiveness.

Supervisory Skills

Key supervisory practices include:

- Classroom observation
- Curriculum supervision
- Lesson planning review
- Policy implementation
- Teacher support
- Innovation and professional development

These improve teaching quality, school climate, and student achievement.

Academic Quality

Academic quality includes student achievement, school climate, student services, financial resources, and program implementation. Strong supervision improves teaching effectiveness and learning outcomes.

Theoretical Framework

The study is anchored on Glickman's Developmental Supervisory Theory, which emphasizes structured supervision, teacher support, and continuous improvement. Effective leadership enhances instructional quality and student success.

Conceptual Framework

The study examines the relationship between:

- Profile of school heads
- Supervisory skills

- Academic quality

It assumes that supervisory skills influence academic quality, while demographic factors may affect supervision practices and outcomes.

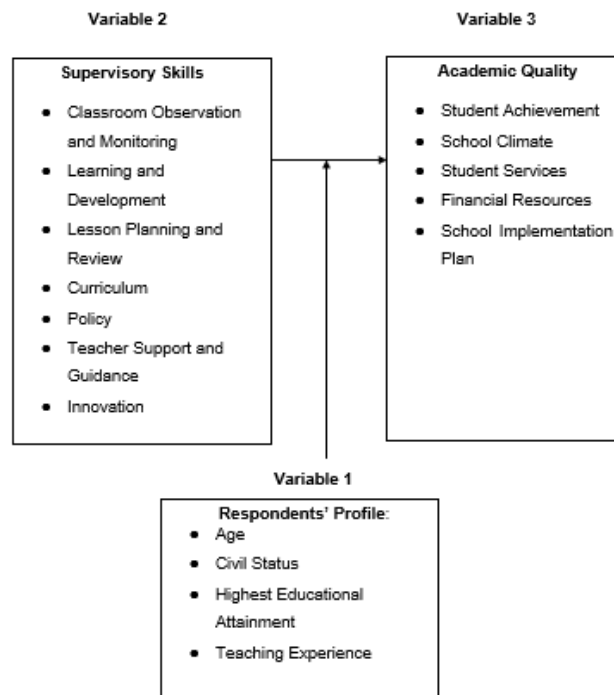


Figure 1. A Schematic Presentation showing the Relationship between the Independent and Dependent Variables of the Study

Statement of the Problem

The study aimed to determine the level of supervisory skills of school heads and the academic quality among public school teachers in the Division of Cagayan de Oro City, School Year 2024-2025.

Specifically, this paper sought to answer the following questions:

1. What is the profile of the respondents in terms of age, civil status, highest educational attainment, and teaching experience?
2. What is the respondents' extent of supervisory skills of school heads based on classroom observation and monitoring, learning and development, lesson planning and review, curriculum, policy, teacher support and guidance, and innovation?
3. What is the level of academic quality as perceived by the respondents considering student academic achievement, school climate, student services, financial resources, and school implementation plan?
4. Is there a significant relationship between the respondent's extent of supervisory skills of school heads and their perceived academic quality?
5. Is there a significant difference in the respondent's extent of supervisory skills of school heads when grouped according to their profile?

Hypothesis

Problems 1, 2, and 3 are hypothesis-free. Based on Problems 4 and 5, the null hypotheses were tested at a 0.05 level of significance.

Ho1: There is no significant relationship between the respondent's extent of supervisory skills of school heads and their perceived academic quality.

Ho2: There is no significant difference in the respondents' extent of supervisory skills when grouped according to their profile.

Significance of the Study

This study holds substantial relevance for stakeholders across the educational system, particularly considering ongoing efforts to enhance instructional supervision and academic outcomes in public elementary schools in Cagayan de Oro City. By exploring the relationship between school heads' supervisory skills and the level of academic quality, the findings aim to support data-driven improvements in school leadership and classroom practices.

For policymakers and DepEd officials, the study offers actionable evidence to inform leadership development programs and school management policies. It supports the refinement of existing supervisory frameworks, ensuring they are not only policy-compliant but also contextually appropriate for public schools in Mindanao and other similarly situated regions. This could influence decisions regarding leadership selection, performance appraisal systems, and the allocation of resources to professional development initiatives.

For school heads and educational leaders, this research offers empirical insights into which supervisory practices, such as classroom observation, curriculum oversight, teacher mentoring, and policy enforcement, most significantly influence academic performance. These findings can be used to design more responsive and effective professional development programs that are aligned with national education policies, such as the Philippine Professional Standards for School Heads (PPSSH) and relevant DepEd Orders. Strengthening these leadership competencies would support school heads in fostering collaborative, supportive, and innovative learning environments that raise instructional quality and promote consistent school improvement.

For teachers, the study underscores the value of being part of a well-supervised and professionally guided school system. Effective supervisory support has been shown to increase teacher motivation, classroom effectiveness, and willingness to engage in continuous professional learning. This, in turn, leads to better instructional delivery and higher levels of student achievement. Teachers stand to benefit directly from clearer performance feedback, structured lesson planning support, and more meaningful capacity-building opportunities, ultimately contributing to a more empowered and productive teaching force.

For students and the broader school community, the significance lies in the downstream effects of enhanced school leadership. Strong instructional supervision creates more stable and engaging learning environments where students can thrive academically, socially, and emotionally. Improved school climate, better student services, and well-implemented school programs are all outcomes linked to effective supervisory practices. As academic quality improves, so too does student success, equity in learning opportunities, and community trust in the education system.

Lastly, for future researchers, this study contributes to the growing body of literature on instructional supervision and academic quality, particularly in underexplored urban and regional contexts like Cagayan de Oro City. Its findings may serve as a springboard for comparative studies, longitudinal research on leadership practices, or the development of intervention models tailored to specific school needs. The evidence generated can guide further inquiry into how supervisory skills evolve with leadership experience, training, and organizational culture, offering more nuanced understandings of school leadership in the Philippine setting.

Scope and Limitations

This study focused on determining the supervisory skills of school heads and the academic quality in the Division of Cagayan de Oro City. The respondents of the study were the one hundred seventy-five (175) public elementary school teachers in the aforesaid division. Variable one was limited to the respondent's profile in terms of age, civil status, and highest educational attainment. Further, variable two was also limited on the supervisory skills of school heads, such as classroom observation and monitoring, learning and development, lesson planning and review, curriculum, policy, teacher support, guidance and innovation. Moreover, variable three was also limited to academic quality, such as student achievement, school climate, student services, financial resources, and school implementation plan.

Despite these constraints, the study offered valuable insights into the link between supervisory skills and academic quality, providing a foundation for future research and strategies to enhance instructional supervision in schools.

Methodology

This section presents the research design, setting, respondents, sampling, validity and reliability, variables and scoring, data gathering procedures, statistical treatment, and ethical considerations.

Research Design

This study used a descriptive-correlational design to examine the relationship between instructional supervision and school performance as perceived by teachers.

The descriptive part described teachers' experiences and perceptions of school heads' supervisory practices, including feedback, professional development, and leadership strategies.

The correlational part determined the relationship between instructional supervision and school outcomes such as teacher effectiveness, instructional quality, and student achievement.

Quantitative methods, including survey questionnaires and statistical analysis, were used to systematically measure and analyze these relationships.

Study Setting

The study was conducted in public elementary schools in the Division of Cagayan de Oro City, Northern Mindanao, Philippines. The division includes schools in urban and semi-urban areas with varying resources, student populations, and performance levels.

These schools were selected due to their diverse conditions, making them suitable for examining how instructional supervision affects teaching quality and student achievement. The division is also known for initiatives in educational innovation and teacher development, making it a relevant setting for the study.

Research Respondents

The study included one hundred seventy-five (175) public elementary school instructors from Cagayan de Oro City who taught different grades and subjects during the School Year 2024–2025. The following schools responded: Indahag Elementary School, Kamakawan Elementary School, Macasandig Elementary School, South City Central School, and Taguanao Elementary School. These teachers practiced how to teach in the classroom, give lessons, and follow the curriculum. These experiences were very important for judging how well school administrators were in-charge of teaching. Professional insights were utilized to assess the impact of supervisory behaviors on pedagogical methods, instructional quality, and student learning outcomes. The research demonstrates the impact of school leadership on classroom academic performance by aggregating lived experiences and assessments.

The distribution of respondents is shown below.

Table A
Distribution of Respondents

School Code	Respondents
A	35
B	35
C	7
D	70
E	7
F	21
TOTAL	175

Sampling Technique

This study used a universal sampling technique where all teachers in the population were included to ensure representativeness and proper distribution. It covered teachers from different school types, grade levels, and subject areas, improving reliability and generalizability. To reduce bias, the population was categorized by school level, focusing only on public elementary schools. This allowed a more diverse and comprehensive analysis of the research variables.

Research Instrument

A researcher-made survey questionnaire was used with three sections. Section I gathered demographic data such as age, civil status, educational attainment, and teaching experience. Section II focused on supervisory skills practices like classroom observation, lesson planning, curriculum implementation, policy enforcement, teacher support, and innovation, based on Glickman, Gordon, and Ross-Gordon (2021). Section III assessed perceptions of supervisory skills on academic quality, including student

achievement, school climate, student services, financial resources, and implementation plans, using Likert-scale items for measurable responses.

Validity and Reliability

The instrument was validated by three experts: an Education Program Supervisor, a Master Teacher II, and a university Research Coordinator, ensuring clarity, accuracy, and relevance. A pilot test was conducted with 30 teachers from Central District schools on March 3–7, 2025, excluding actual respondents, to refine unclear items. Reliability testing using Cronbach's Alpha yielded coefficients from 0.964 to 0.968, interpreted as excellent based on George and Mallery (2003). This confirmed that the instrument was valid, reliable, and suitable for data collection.

Data Gathering Procedure

The study followed a systematic and ethical process in collecting data. A formal request was first submitted to the Dean of the School of Graduate and Professional Studies at PHINMA–Cagayan de Oro College for permission to conduct the study. After approval, a recommendation letter was sent to the Schools Division Superintendent of Cagayan de Oro City and endorsed to the Public School Supervisors. Coordination with school principals followed, and approval was secured through official communication of the study's objectives. The researchers then personally visited the schools and distributed informed consent forms to ensure respondents understood their rights and voluntary participation. A standardized questionnaire was administered, with sufficient time given for completion, and responses were checked for accuracy before final collection.

Statistical Treatment of Data

Descriptive statistics such as mean, standard deviation, frequency, and percentage were used to summarize respondents' profiles and perceptions of instructional supervision. Pearson's r was used to determine the relationship between supervisory skills and academic quality. ANOVA was applied to test significant differences in academic quality when grouped according to profile variables such as age, teaching experience, educational attainment, and related training.

Ethical Considerations

Ethical standards were strictly observed throughout the study. Informed consent was secured from all participants, outlining the study's purpose, procedures, risks, benefits, and their right to withdraw anytime without penalty. Confidentiality and anonymity were ensured by securing all data and not revealing participants' identities in any report or publication. Participation was voluntary, and withdrawal was fully respected. All collected data were securely stored and will be kept for five years before proper disposal to prevent unauthorized access, ensuring the protection of participants and the integrity of the research.

2. RESULTS AND DISCUSSION

This section presents the findings derived from the analysis of the data gathered from select public elementary schools in the Division of Cagayan de Oro City. The results are organized according to the specific problems of the study, followed by a comprehensive discussion of their implications in relation to supervisory skills and academic quality.

Problem 1. What is the profile of the respondents in terms of age, civil status, highest educational attainment, and teaching experience?

Table 1

Distribution of Respondents' Profile in terms of Age

Category	Frequency	Percentage
60 years old and above	1	0.57
51 - 60 years old	42	24.00
41 - 50 years old	51	29.14
31 – 40 years old	54	30.86
30 years old and below	27	15.43
Total	175	100.00

Table 1 shows that most respondents are aged 31–40, with 54 (30.86%), indicating that the majority are mid-career teachers. This suggests they have sufficient teaching experience while remaining active, adaptable, and open to innovation. They are stable in their roles, skilled in pedagogy and classroom management, and their responses are reliable due to their experience and involvement in school improvement.

These teachers often hold key positions, actively participate in instructional supervision, apply feedback, engage in training, integrate technology, and mentor new teachers, making them strong contributors to academic quality. Studies by Daigon and Alcopra (2024), Pana (2024), and Villanueva and Roxas (2023) support their role as responsive, active, and reform-oriented educators.

In contrast, only 1 (0.57%) respondent is aged 61 and above, indicating very few senior teachers remain in active teaching roles due to retirement or reassignment. Despite this, they provide valuable experience and continuity in schools.

They often serve as mentors and advisors, supporting curriculum implementation, guidance, and school culture. While some face challenges with new educational technologies and reforms, their expertise remains important. Studies by Capuno et al. (2022), Garcia and Cuenca (2022), and Daigon and Alcopra (2024) confirm their key role in mentoring and institutional continuity.

Table 2

Distribution of Respondents' Profile in terms of Civil Status

Category	Frequency	Percentage
Single	73	41.71
Married	87	49.71
Widowed	5	2.86
Solo parent	10	5.71
Total	175	100.00

Table 2 shows that most respondents are married, with 87 (49.71%), indicating they balance teaching and family responsibilities. This reflects emotional maturity, stability, and commitment that support effective teaching and supervision.

Married teachers are generally responsible, patient, and active in school activities, serving as role models in classroom management. Studies by Gonzales et al. (2020), Patajo and Llanto (2022), and Cruz and Delos Santos (2023) confirm that they show higher commitment, job satisfaction, and emotional intelligence.

Only 5 (2.86%) respondents are widowed, suggesting a very small group in active teaching, likely due to age or personal circumstances.

They remain dedicated but may have limited participation in leadership roles due to emotional and family challenges, though some still serve as mentors. Studies by Torres and Villanueva (2022), Mendoza and Bautista (2023), and Capuno et al. (2022) highlight the need for supportive school environments to sustain their engagement and performance.

Table 3
Distribution of Respondents' Profile in terms of
Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	0	0.00
With Doctorate Degree Units	1	0.57
Master's Degree	5	2.86
With Master's Degree Units	34	19.43
Bachelor's Degree	135	77.14
Total	175	100.00

Table 3 shows that most respondents, 135 (77.14%), hold a Bachelor's degree, meaning most teachers meet only the minimum qualification for teaching. This indicates limited pursuit of graduate studies and highlights the need for stronger support for professional development and advanced education.

Many teachers want to pursue higher studies but are limited by workload, financial constraints, and lack of study leave. As a result, they focus more on classroom teaching than research and innovation. Studies by Pana (2020), Torres and Villanueva (2022), and Felisilda et al. (2024) confirm that higher educational attainment improves supervision, leadership, and instructional quality.

Only 1 (0.57%) has doctorate units and none has a doctorate degree, showing a very limited number of highly advanced qualifications. This reflects a gap in research-based leadership and advanced expertise in the division.

Pursuing doctoral studies remains difficult due to financial and time constraints, but it strengthens research, curriculum development, and instructional leadership. Studies by Reyes and Tadena (2021),

Mendoza and Bautista (2023), and Villanueva and Cruz (2024) emphasize the need for scholarships and institutional support to encourage higher studies among teachers.

Table 4
Distribution of Respondents' Profile in terms of Teaching Experience

Category	Frequency	Percentage
31 years and above	15	8.57
20-30 years	23	13.14
10-19 years	103	58.86
5-9 years	25	14.29
Below 4 years	9	5.14
Total	175	100.00

Table 4 shows that most respondents, 103 (58.86%), have 10–19 years of teaching experience, indicating they are mid-career teachers with strong classroom expertise and professional maturity. They have experienced various reforms and supervision practices, making them key contributors to instructional quality and school leadership.

These teachers often serve as mentors, team leaders, and active participants in school improvement and LAC sessions. Their experience helps them effectively apply supervision in classroom practice. Studies by Pana (2021), Abdelrahman and Irby (2021), and Felisilda et al. (2024) confirm their strong role in collaboration, mentoring, and instructional innovation.

In contrast, only 9 (5.14%) have less than 4 years of experience, indicating few novice teachers who are still developing classroom management and instructional skills. They focus mainly on teaching tasks and need guidance in leadership roles.

Mentorship and continuous support are essential for their growth. Studies by Rivera (2021), Torres and Villanueva (2022), and Felisilda et al. (2024) emphasize that structured coaching helps novice teachers improve performance and develop into effective educators.

Problem 2. What is the respondents' extent of supervisory skills of school heads based on classroom observation and monitoring, learning and development, lesson planning and review, curriculum, policy, teacher support and guidance, and innovation?

Table 5
Summary Distribution of the Respondents Extent of Supervisory Skills

Variable	Mean	SD	Interpretation
Classroom Observation and Monitoring	3.13	0.78	High
Learning and Development	3.08	0.81	High

Lesson Planning and Review	3.04	0.73	High
Curriculum	3.22	0.85	High
Policy	2.89	0.74	High
Teacher Support and Guidance	2.97	0.71	High
Innovation	3.12	0.76	High
Overall	3.06	0.77	High

Legend:

3.26-4.00 At All Times / Very High	1.76-2.50 Sometimes / Low
2.51-3.25 Most of the Time / High	1.00-1.75 Never / Very Low

Table 5 shows the overall level of school heads' supervisory skills as perceived by respondents, with a mean of 3.06 (SD = 0.77), described as Most of the Time and interpreted as High. This means school heads consistently demonstrate effective supervision in curriculum management, instructional monitoring, teacher mentoring, and organizational leadership. Supervision is generally systematic and supports a positive teaching-learning environment, though there is still a need to strengthen mentoring, coaching, and reflective dialogue for deeper professional growth.

This reflects established supervisory systems such as LAC sessions, lesson evaluations, and RPMS-based monitoring. However, relational and developmental aspects like individualized coaching and reflective feedback still need improvement due to time constraints and administrative workload. Sergiovanni and Starratt (2020), Guzman and Mercado (2021), and Salvador and Reyes (2023) emphasize that effective supervision is most meaningful when it is developmental, collaborative, and trust-based.

Among the indicators, curriculum supervision obtained the highest mean of 3.22 (SD = 0.85), interpreted as High. This shows strong commitment to curriculum alignment, lesson planning, instructional delivery, and assessment practices. School heads actively monitor classroom instruction through observations, LAC sessions, and training programs, ensuring alignment with DepEd standards and learner needs.

From observation, curriculum supervision is the strongest aspect of leadership, helping teachers become more accountable and reflective. However, there is still a need to shift toward more reflective and research-based supervision. Studies by Almonte and Aquino (2022), Morales and Villarin (2021), and Domingo and Estrella (2023) confirm that curriculum-focused supervision improves instructional quality and student outcomes.

In contrast, policy supervision received the lowest mean of 2.89 (SD = 0.74), also interpreted as High. This suggests that while policies are implemented, there are gaps in consistency, communication, and teacher involvement. In some cases, enforcement is top-down with limited participation, reducing ownership and engagement among teachers.

From experience, teachers comply more when involved in policy-making and review. Strengthening participatory governance can improve trust, accountability, and implementation. Torres and Villanueva (2022), Ramos and De la Cruz (2022), and Mendoza and Javier (2023) support that collaborative policy supervision improves morale, compliance, and school climate.

Overall, Table 12 shows that supervision is strong, especially in curriculum implementation, but weaker in participatory policy supervision. This means school leaders are effective in technical supervision but need to strengthen collaboration, communication, and shared leadership to improve school governance and instructional quality.

Problem 3. What is the level of academic quality as perceived by the respondents considering student academic achievement, school climate, student services, financial resources, and school implementation plan?

Table 6

Summary Distribution of the Level of Academic Quality as Perceived by the Respondents

Variable	Mean	SD	Interpretation
Student Academic Achievement	2.91	0.75	High
School Climate	3.11	0.83	High
Student Services	2.86	0.72	High
Financial Resources	2.80	0.70	High
School Implementation Plan	2.91	0.75	High
Overall	2.92	0.75	High

Legend: 3.26-4.00 At All Times / Very High 1.76-2.50 Sometimes / Low
2.51-3.25 Most of the Time / High 1.00-1.75 Never / Very Low

Table 6 shows the overall academic quality with a mean of 2.92 (SD = 0.75), interpreted as High. This means schools are generally perceived to maintain good academic performance in terms of learning environment, management, and instructional support, with consistent implementation of teaching and evaluation practices.

Based on observation, schools sustain academic quality through improvement plans and monitoring systems, although implementation varies due to leadership, teacher capacity, and resources. Continuous supervision and stakeholder support are needed to maintain and improve quality. Studies by Santos and Tadeo (2022) and Rosales (2021) confirm that strong leadership and collaboration enhance academic quality.

School climate obtained the highest mean of 3.11 (SD = 0.83), showing a positive environment with strong relationships, respect, and collaboration that support teaching and learning. A supportive climate improves teacher motivation, engagement, and student outcomes. Wang and Degol (2020) and Johnson et al. (2021) emphasize that school climate strongly influences academic performance and commitment.

Financial resources got the lowest mean of 2.80 (SD = 0.70), indicating adequacy but relative weakness. Schools face budget limitations that affect innovation, infrastructure, and instructional support, with some teachers even using personal funds. Strengthening financial management and partnerships is needed. Mendoza and Guzman (2021) and Reimers and Schleicher (2020) highlight that effective resource management is vital for sustaining academic quality.

Problem 4. Is there a significant relationship between the respondents’ extent of supervisory skills of school heads and their perceived academic quality?

Table 7

Result of the Test on Relationship Between the Respondents’ Extent of Supervisory Skills and their Perceived Academic Quality

Level of Academic Quality	Respondents Supervisory Skills								Overall
	Classroom Observation and Monitoring	Learning and Development	Lesson Planning and Review	Curriculum	Policy	Teacher Support and Guidance	Innovation		
Student Academic Achievement	r-value	0.9867	0.9001	0.7950	0.7345	0.865	0.8765	0.845	0.8576
	p-value	0.0187	0.0301	0.0302	0.0302	4	0.0306	0	0.0284
		S	S	S	S	0.030	S	0.030	S
						2		2	
						S		S	
School Climate	r-value	0.8001	0.8765	0.8607	0.7980	0.964	0.6093	0.709	0.8027
	p-value	0.0309	0.0402	0.0302	0.0309	9	0.0302	4	0.0305
		S	S	S	S	0.020	S	0.030	S
						8		2	
						S		S	
Student Services	r-value	0.7098	0.8098	0.9754	0.8067	0.750	0.9432	0.675	0.8102
	p-value	0.0209	0.0402	0.0209	0.0308	9	0.0109	4	0.0251
		S	S	S	S	0.030	S	0.020	S
						9		8	
						S		S	
Financial Resources	r-value	0.6023	0.7650	0.8099	0.9230	0.873	0.7099	0.907	0.7987
	p-value	0.0405	0.0230	0.0209	0.0402	0	0.0302	7	0.0294
		S	S	S	S	0.020	S	0.030	S
						1		7	

	p-value					S		S	
	r-value	0.8045	0.8457	0.7805	0.7569	0.709	0.6994	0.609	0.7438
	p-value	0.0391	0.0203	0.0309	0.0208	7	0.0301	9	0.0289
School Implementation Plan	p-value	S	S	S	S	0.030	S	0.030	S
						6		2	
						S		S	

Note: S – Significant NS – Not Significant

Table 7 shows that all r-values indicate moderate to very strong positive correlations and all p-values are below 0.05. This means school heads’ supervisory skills are significantly related to academic quality, leading to the rejection of the null hypothesis. Effective supervision improves educational outcomes through planning, monitoring, and teacher support.

Results show that stronger supervision is linked to better academic performance, school climate, student services, financial management, and SIP implementation. Classroom observation and learning development have the strongest link with student achievement, emphasizing the importance of feedback and mentoring.

Studies by Castillo et al. (2022), Delos Santos and Ramos (2021), and Andres and Tolentino (2023) confirm that supervision improves collaboration and school performance. Marquez and Tolentino (2023) and Dela Cruz (2022) also highlight its role in improving teaching and learning outcomes.

School climate, student services, financial resources, and SIP implementation are also significantly influenced by supervision, showing that effective leadership supports both academic and support systems.

Overall, supervisory skills strongly affect academic quality, showing that effective school leadership is developmental, collaborative, and essential for continuous improvement.

Problem 5. Is there a significant difference in the respondents’ extent of supervisory skills of school heads when grouped according to their profile?

Table 8
Comparison of Respondents’ Level of Supervisory Skills When Grouped According to their Profile

Respondent’s Profile	Level of School Heads’ Supervisory Skills						
	Classroom Observati on and	Learning and	Lesson Planning	Curricul um	Policy	Teache r Suppor	Innov a-tion

		Monitoring	Development	and Review			Team and Guidance	
Age	t-value	0.6098	0.8654	0.9685	0.9899	0.8077	0.8088	0.890
	p-value	S	S	S	S	S	S	0.010
								7
Civil Status	t-value	0.4987	0.6540	0.9865	0.4509	0.3093	0.5409	0.790
	p-value	NS	NS	NS	NS	NS	NS	0.020
								4
Highest Educational Attainment	t-value	0.8094	0.9564	0.8740	0.9455	0.9875	0.7598	0.970
	p-value	S	S	S	S	S	S	0.030
								2
Teaching Experience	t-value	0.8906	0.6490	0.9650	0.9450	0.7650	0.7609	0.709
	p-value	NS	S	S	S	S	S	0.020
								2
Overall		0.7146	0.7788	0.9008	0.8274	0.7520	0.7558	0.846
		0.2254	0.0461	0.0394	0.0345	0.0395	0.0286	4
		NS	S	S	S	S	S	0.020
								3
								S

Note: S – Significant NS – Not Significant

Table 8 shows that age, educational attainment, teaching experience, and trainings significantly affect most supervisory skills ($p < 0.05$), while civil status has no significant effect except in innovation. This means supervisory competence is mainly shaped by professional growth factors rather than personal status.

Age significantly influences all domains, showing that older school heads demonstrate stronger supervision due to experience, maturity, and better decision-making (Santos and Mendoza, 2021; Rivera and Ponce, 2022).

Civil status has minimal impact, affecting only innovation, suggesting personal circumstances slightly influence creativity but not overall leadership (Lopez and Garcia, 2021).

Educational attainment significantly affects all domains, meaning higher degrees improve supervision through stronger knowledge, analysis, and leadership skills (David and Corpuz, 2020; Ramos and Del Mundo, 2022).

Teaching experience affects most domains except classroom observation, showing that experience improves planning and mentoring but not necessarily observation skills (Velasco et al., 2023).

Overall, supervisory skills are mainly influenced by age, education, experience, and training, confirming that leadership effectiveness develops through continuous professional growth (Javier and Bautista, 2023).

3. Discussion

The results of the study present a comprehensive view of how teachers perceive the supervisory skills of their school heads and how these perceptions relate to the overall academic quality of public elementary schools in the Division of Cagayan de Oro City for SY 2024–2025. Most of the teacher-respondents were in their mid-career stage, married, and had ten to nineteen years of teaching experience. Many were baccalaureate degree holders, while some had pursued graduate studies and regularly attended professional development activities. These profiles indicate that the respondents were seasoned educators capable of providing informed assessments of their school heads' supervisory competencies. The significant differences in perceptions across age, educational attainment, and experience further indicate that teachers' viewpoints are shaped by both professional maturity and exposure to diverse leadership styles, implying that well-experienced teachers have a more critical understanding of supervision practices.

Teachers generally rated their school heads' supervisory skills as high to very high across all domains, with curriculum supervision receiving the highest mean. This indicates that school heads are perceived to be most effective in ensuring curriculum implementation and alignment with educational standards. The strong ratings in learning and development, lesson planning, and teacher support and guidance signify that teachers recognize their leaders' efforts in promoting instructional improvement and professional growth. These findings mean that, from the teachers' perspective, school heads are functioning as instructional leaders who provide direction, feedback, and motivation, which are essential for maintaining high-quality teaching and learning processes.

The academic quality of schools was excellent to very high, with school climate scoring highest. This suggests that instructors view their schools as friendly, safe, and inspiring places to collaborate and respect. Leaders that are visible, communicative, and consistent in guiding instruction improve teaching performance and student outcomes, as seen by the high curriculum supervision and school environment scores. This suggests that the school head's impartiality and clarity boost academic performance and the school community's social and emotional well-being.

The established significant correlation between supervisory skills and academic quality confirms that the quality of leadership perceived by teachers directly influences the educational standards of their schools. The rejection of the null hypothesis indicates that active and consistent supervision—through classroom observation, professional mentoring, and policy implementation—translates into better school performance. This means that instructional supervision is not merely evaluative but developmental, as it

strengthens teaching practices, fosters accountability, and cultivates a climate of continuous improvement. Teachers' positive perceptions reflect their recognition that leadership practices grounded in support and collaboration elevate the overall academic experience.

Taken together, the findings reveal that teachers' perceptions of their school heads' supervisory skills, coupled with their own professional profiles, are closely linked to the level of academic quality in their schools. Experienced teachers who observe engaged and competent leaders report higher teaching effectiveness and a better environment for learning. This interaction shows how supervision shapes educational outcomes through trust, shared accountability, and professional conversation. Thus, effective supervisory techniques that support the division's mission of quality, inclusive, and learner-centered education require ongoing training, graduate education, and leadership development.

4. Conclusion

The study shows that strong curriculum supervision and a positive school climate are central to improving academic quality. School heads excel most in managing curriculum implementation, ensuring that teaching remains relevant and aligned with standards. Likewise, schools perform better when they foster trust, collaboration, and a supportive atmosphere for both teachers and learners. The significant link between these two areas highlights that effective instructional leadership not only strengthens curriculum delivery but also nurtures an environment where students and teachers can thrive. Differences across age, education, experience, and training also point to the importance of continuous professional growth for school leaders. Overall, strengthening curriculum leadership and sustaining a healthy school climate remain key to enhancing teaching performance and raising the quality of basic education.

5. Recommendation

Based on the study's findings, the following actions are recommended:

1. Schools should provide steady mentoring and coaching for beginning teachers so they can grow confidently and become strong future leaders.
2. School heads should institutionalize regular consultative meetings, focus group discussions, and policy review sessions with teachers. Involving teachers in the creation, contextualization, and evaluation of school policies will increase ownership, clarity, and commitment.
3. School Heads should strengthen financial support and improve fund management to ensure that teachers and learners have the resources they need. Enhancing transparency, involving stakeholders, and exploring creative funding strategies can help schools sustain quality instruction and support innovation.
4. School Heads should strengthen their supervisory practices by promoting collaborative, developmental, and consistent supervision to enhance teaching performance and overall academic quality.
5. DepEd should provide ongoing, practical training and mentorship for school heads, recognizing that strong supervisory skills grow through learning and experience. Supporting leaders with accessible development opportunities will help them stay adaptable and lead their schools more effectively.

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