



INSTRUCTIONAL SUPERVISORY APPROACHES AND PRACTICES: IMPACT ON THE TEACHING-LEARNING EFFECTIVENESS

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ABSTRACT

This study is designed to focus on the impact of school head's instructional supervisory approaches and practices on teaching-learning effectiveness as perceived by the public elementary school teacher in Dolores District. The study used a descriptive research design to explain the impact of school head's supervisory approaches and practices on teachers and students' performance. The population of the study consisted of one hundred public elementary school teachers in Dolores District, Division of Quezon. The researchers utilized researcher-made survey questionnaire in collecting the data. The questionnaires were divided into three parts: profile of the respondents, perception of the teacher respondents on the instructional supervision of the school head, and the perception of the teacher respondents on the teaching-learning effectiveness. Data generated from the research questions and null hypotheses were treated with statistical independent t-test of pooled and non-pooled variances and Pearson Product Moment Correlational Statistics (Pearson r). The result of the study showed that there is a significant relationship between the instructional supervisory approaches of the school head towards the teaching-learning effectiveness and there is a significant relationship between the instructional supervisory practices of the school head towards the teaching-learning effectiveness. Based on the findings, it was concluded that school head should pay more attention to their instructional supervision as it has a positive significant relationship to the teaching-learning effectiveness while teachers should treat supervision in a positive way as it was one of the tools to improve the teachers and students' performance.

Keywords: Students' Performance, Supervisory Approaches, Supervisory Practices, Teachers' Performance, Teaching-learning Effectiveness