School Reading Teachers' Supervisory Skills in Relation to their Learners' Reading Performance: Towards an Enhanced Supervisory Framework

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Abstract

This study examined the supervisory skills of reading teachers in Lugait District and their relationship to Grade 6 learners' reading performance, aiming to propose an enhanced supervisory framework for literacy instruction. Specifically, it sought to determine the level of teachers' supervisory competencies in monitoring instruction, conducting assessments, coaching peers, leading reading programs, and providing feedback, as well as to assess learners' reading proficiency in word recognition, comprehension, and fluency. A descriptive research design with a quantitative approach was employed, utilizing validated survey instruments and Phil-IRI post-test results as primary data sources. Statistical analyses included frequency distribution, mean scores, and correlation tests. Findings revealed that teachers demonstrated a Good level of supervisory skills, with strengths in feedback and mentoring but needing improvement in lesson plan reviews, stakeholder engagement, and consistent assessment administration. Learners showed generally strong reading abilities, with 47–52% attaining the Independent Level, though a significant proportion remained at Instructional or Frustration Levels. A moderate positive correlation ($r = 0.536$, $p = 0.0468$) was established between supervisory skills and reading outcomes, indicating that effective supervision contributes to literacy development but is not the sole determinant. The study concludes that strengthening supervisory capacities through targeted professional development and structured supervisory programs is essential to enhance literacy instruction, support diverse learner needs, and improve overall reading performance.

Keywords: Educational Management, Supervisory Skills, Reading Performance, Literacy Instruction, Descriptive research design, quantitative approach, Survey, Phil-IRI Assessment, Philippines, Asia