
***SUPERVISORY PRACTICES OF SCHOOL HEADS AND THEIR
PERCEIVED IMPACT ON SOCIAL STUDIES INSTRUCTION IN
MALAYBALAY CITY DISTRICT 1***

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ABSTRACT

This study examined the supervisory practices of school heads and their relationship to teachers' academic performance in Malaybalay City District 1, Malaybalay City, Bukidnon, Philippines, during the academic year 2025–2026. Specifically, it determined the level of supervisory practices of school heads in terms of instructional leadership, performance monitoring and feedback, and professional development support, as well as the level of teachers' academic performance in instructional implementation and student academic outcomes. The study also tested the significant relationship between supervisory practices and teachers' academic performance. Employing a descriptive-correlational research design, the study involved teachers from eight elementary and integrated schools in the district. Data were gathered using an adopted questionnaire with a 5-point Likert scale, which yielded a high reliability coefficient (Cronbach's Alpha = 0.990).

Findings revealed that school heads demonstrated very high supervisory practices in instructional leadership and high levels in performance monitoring and feedback as well as professional development support. Teachers exhibited outstanding academic performance in both instructional implementation and student academic outcomes. Moreover, results indicated significant relationships between supervisory practices and teachers' academic performance. The study concluded that effective supervisory practices of school heads play a vital role in enhancing teachers' instructional effectiveness and improving academic outcomes. Based on the findings, the study recommended that teachers sustain effective instructional practices, school administrators strengthen supervisory mechanisms, and future researchers explore related variables and contexts to further enrich educational leadership

research.

KEYWORDS: *Supervisory Practices, Instructional leadership, Teacher Academic Performance, School Heads, Professional Development Support*

INTRODUCTION

Supervisory practices in education are widely recognized as key factors in enhancing teaching quality, especially in subjects like Social Studies. Instructional supervision involves providing teachers with continuous support refining instructional practices through classroom-based observations, instructional feedback and professional growth opportunities, which helps enhance their teaching competence and effectiveness. Studies have shown that effective supervision not only builds teacher confidence and inspires them to experiment with new teaching techniques that engage students better. However, difficulties including resource constraints, inadequate supervisor training, and poor communication may impede the effectiveness of supervision. Despite these issues, supervisory roles remain crucial as they foster partnership among leaders of school and teachers, creating a supportive culture that promotes continuous instructional improvement. Ultimately, strong supervisory practices directly contribute aimed at improving student learning outcomes and general school performance.

A meaningful gap is observed in localized studies focusing on the supervisory practices of school heads and their perceived impact on Social Studies instruction, particularly in contexts like Malaybalay City District 1 where distinct constraints, including limited resources, high teacher workload, and diverse student needs exist. While broader studies have documented the importance of school leadership in improving teacher performance and student outcomes, few have explored how supervisory practices are specifically perceived by Social Studies teachers within this district's distinct educational environment. Understanding these perceptions is crucial for identifying the effectiveness of current supervisory approaches and for tailoring leadership strategies to address local instructional issues more directly. This study will therefore fill this gap by providing empirical data that reflect the experiences and teachers' perceptions under the guidance of school administrators in Malaybalay City District 1, offering insights that can inform more context-sensitive and impactful educational leadership policies and practices.

Several studies support the investigation on school heads supervision practices and their perceived impact on the teaching of Social Studies. A 2023 study on instructional supervision

practices highlighted that school administrators give guidance, support, and recommendations to teachers, which ultimately enhances instructional effectiveness and learner achievement. This is consistent with the results of research of Ashun and Acquah (2021) that indicated that instructional supervision broadens teachers' knowledge and provides the professional support necessary for improving Social Studies teaching. Another study in the Philippines found a strong positive relationship between instructional supervision and teacher job satisfaction, indicating that supervisory practices contribute significantly to the professional growth and teaching competence of educators. Moreover, recent research emphasized that instructional supervision from school heads such as coaching and monitoring fosters teacher efficacy and performance by encouraging continuous professional development. Additionally, a study by Hidayat et al. (2021) underscored the indispensable role of school heads in providing leadership, planning, and oversight that directly influence the school's academic environment and teacher performance.

Despite these supports, a gap remains in understanding how these supervisory practices are perceived specifically by Social Studies teachers in localized educational settings like Malaybalay City District 1. Most existing studies focus broadly on general instructional supervision or on other subjects and regions. This gap highlights the need to examine the particular challenges, perceptions, and impacts in specific districts to ensure that supervisory strategies are contextually relevant and responsive to local educational dynamics.

Adopting Swales' Create-A-Research-Space (CARS) model, the —establishing a territory is demonstrated by the widespread recognition of the value of school heads' supervisory roles in improving instructional quality. The —establishing a niche is identified by the lack of focused studies on Social Studies instruction and teacher perceptions in specific localities such as Malaybalay City District 1. Finally, —occupying the niche will be achieved by this study through providing localized empirical data that fill this gap, offering insights tailored to the community's needs, and guiding future leadership and supervisory practices aimed at enhancing Social Studies education in the district.

Theoretical Framework

The study on supervisory practices of school heads and their perceived impact on Social Studies Instruction is based on several important educational leadership theories that explain how effective supervision, instructional leadership, and supportive practices can enhance Social Studies instruction outcomes.

The Instructional Leadership Theory originated primarily in the 1980s, emerging from

research tied to the effective school movement that identified principals' active role in curriculum and instruction as critical to school success (Hallinger & Murphy, 1985). It conceptualizes school heads as instructional leaders who articulate clear goals, guide the implementation of curriculum, and offer constructive feedback to support improved teaching and learning processes. While instructional leadership initially focused on the principal as the main driver of instructional improvement, it has since expanded to include more collaborative, distributed forms of leadership (Hallinger, 2003; Suh, 2025). Contemporary studies have reaffirmed its significance in improving teacher performance and student achievement, with instructional leadership linked to higher teacher morale and better academic outcomes (Chavez & Santiago, 2024; IIARI, 2024).

The Transformational Leadership Theory was first introduced by Burns in 1978 and further developed by Bass in 1985. It aims to inspire and motivate followers by setting a vision, encouraging intellectual growth, and giving personalized attention. In school leadership contexts, transformational leadership creates a cooperative organizational culture and professional growth, promoting improved teachers' disposition, professional motivation, and Social Studies instruction (Leithwood & Jantzi, 2006). Recent research continues to support its integration into supervisory practices, demonstrating that school heads who apply transformational leadership contribute to nurturing committed, innovative teachers who enhance instructional effectiveness (Lian & Ahmad, 2020; Wallace Foundation, 2022).

Developmental Supervision Theory, formulated by Glickman, Gordon, and Gordon in 2001, shifts supervision from traditional evaluative models to a developmental and reflective process that fosters teacher growth through collaborative feedback and mentoring. Current empirical studies reinforce this theory's effectiveness in improving teachers' independence, decision-making in instruction as well as growth professionally, highlighting supervision as a supportive partnership rather than mere oversight (Wu, 2017; recent findings, 2023).

The Distributed Leadership Theory, popularized by Spillane in 2006, positions leadership as a collective function distributed among various school actors rather than centralized in the principal alone. This theory aligns with current trends emphasizing collaborative supervisory practices and shared responsibility for instructional improvement. Contemporary studies underscore that distributed leadership promotes professional learning communities and enhances teacher development and student achievement through participative supervision (Flores & Dopeño, 2025).

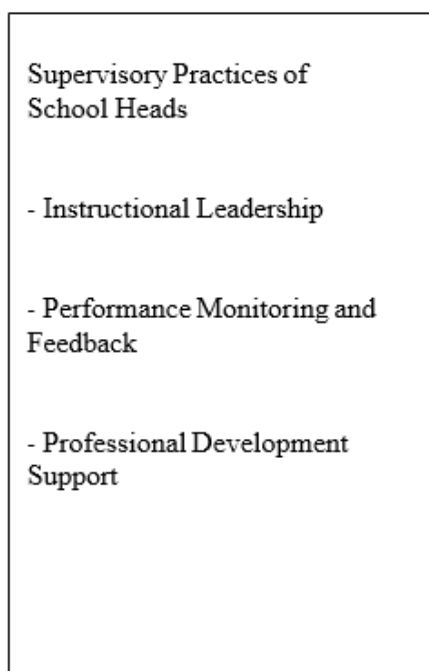
Finally, Scientific Management and Bureaucratic Models, rooted in the early 20th century

with Taylor’s work in 1911 and Weber’s bureaucratic theory in 1947, provide a traditional foundation focusing on hierarchy, control, and efficiency in supervision. Although somewhat critiqued for their rigidity, these models continue to influence formal supervisory practices emphasizing accountability and standardized evaluation in education (Keiser University, 2025).

As illustrated in the schematic diagram, the independent variable on the left side represents the supervisory practices of school heads, specifically in terms of instructional leadership, performance monitoring and feedback, and professional development support. Meanwhile, the right side of the diagram presents the perceived impact on Social Studies instruction in Malaybalay City District 1, particularly in relation to instructional supervision practices and their corresponding effects on teaching.

Research Paradigm

Independent Variables



Dependent Variables

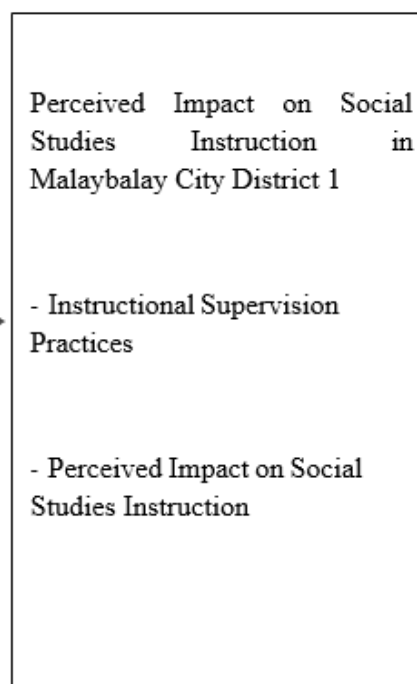


Figure 1. Schematic diagram of the study showing the relationships of variables.

Statement of the Problem

The study aims to assess the supervisory practices of school heads and their perceived impact on Social Studies Instruction in Malaybalay City District 1 for the School Year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the level of supervisory practices of school heads in terms of instructional

leadership, performance monitoring and feedback and professional development support?

2. What is the level of Social Studies instruction in Malaybalay City District 1 in terms of instructional supervision practices and perceived impact on Social Studies?
3. Is there a significant relationship between supervisory practices of school heads and Social Studies instruction in Malaybalay City, District 1?

Hypothesis of the Study

Below was the null hypotheses of the study tested at 0.05 level of significance: Ho1: There is no significant relationship between supervisory practices of school heads and Social Studies Instruction in Malaybalay City, District 1.

Significance of the Study

The outcomes of this study provided useful information to the group of or people engaged in the system of education.

To the Learners. This research helped learners by enhancing the quality of Social Studies instruction through improved supervisory practices. They benefited from more effective teaching strategies and better learning experiences as school heads applied constructive supervision that supported teachers.

To the Teachers. Teachers gained insights into how supervisory practices affected their instruction and professional growth. This study encouraged them to embrace supervisory feedback and support mechanisms that improved their teaching methods and boosted their confidence in delivering Social Studies lessons.

To the Parents. Parents understood the value of leadership of school administrators in shaping the overall quality of educational system their children received. They became more assured that supervisory efforts by school heads were geared toward optimizing Social Studies instruction, thereby positively influencing their children's academic development.

To the School Administrators. School administrators, especially school heads, recognized the outcomes of their practices of supervisory roles on teaching quality. This research guided them in refining their instructional supervision practices to promote a positive working environment for educators, ultimately leading to enhanced Social Studies instruction and student performance.

To the Future Researchers. This research would be beneficial for understanding the dynamics between supervisory practices and instructional impact. It served as basis for further research on how leadership in schools could affect educational outcomes, helping to promote continuous enhancement in the field of educational supervision.

Scope and Delimitation of the Study

This research was centered on the supervisory practices employed by school heads in public schools within Malaybalay City District 1. It explored three main supervisory areas— instructional supervision, performance monitoring and feedback, and professional development support—as perceived by teachers. The research specifically assessed how these practices influenced Social Studies instruction, considering two sub- variables: instructional supervision practices and perceived impact on Social Studies instruction. The participants were educators in the government schools in the district during the 2025–2026 academic year, and data were gathered through validated questionnaires measuring both supervisory practices and Social Studies instruction.

However, the study had some limitations. It will rely solely on teachers’ perceptions, which may have introduced subjective bias, and it did not include direct measures of Social Studies instruction. The findings applied only to Malaybalay City District 1 and could not be generalized to other regions or private schools. Additionally, external factors impacted Social Studies instruction, such as socio-economic conditions and resource availability, were beyond the scope of the research. The reliability of the instruments was based on previous validations and assumed consistency without additional pilot testing in this specific perspective.

Definition of Terms

The following terms are defined within the context of the study to ensure a shared understanding:

Instructional Implementation. Instructional Implementation refers to the the execution and delivery of teaching strategies, lesson plans, and instructional strategies by teachers in the classroom, as influenced by the supervisory guidance and support of school heads.

Instructional Leadership. Instructional Leadership is the practice by which school heads provide direction, set academic goals, and support teaching staff through mentoring, resource provision, and modeling best instructional practices to improve the quality of teaching.

Instructional Supervision Practices. Instructional Supervision Practices refer to the approaches, actions, as well as methods used by school heads to support, supervise, and level

up educators' way of teaching and students' learning processes. These practices include classroom observations, feedback, coaching, curriculum alignment, and professional development aimed at enhancing instructional quality and promoting professional growth among teachers. In this context, instructional supervision is focused on Social Studies teaching, ensuring that it meets educational goals and improves student learning outcomes.

Perceived Impact on Social Studies Instruction. Perceived Impact on Social Studies Instruction refers to the teachers' views and interpretations of how the ways supervisions were done by the school heads affect the quality and effectiveness of Social Studies teaching. This includes teachers' beliefs about changes or improvements in instructional methods, engagement by students, outcomes in learnings, and the performances in terms of academics in Social Studies as a result of supervision.

Performance Monitoring and Feedback. Performance Monitoring and Feedback is the processes employed by school heads in observing, assess, as well as support constructive comments on instructional practices of the teachers and performance to promote continuous improvement.

Professional Development Support. Professional Development Support is the assistance and opportunities facilitated by school heads for teachers' ongoing learning and skill enhancement, including recommending training, organizing workshops, and encouraging collaboration.

School Heads. School Heads are the designated administrative leaders of schools responsible for overseeing instructional quality, managing staff performance, and implementing supervisory practices to enhance teachers' academic effectiveness.

Social Studies Instruction. Social Studies Instruction involves the teaching and learning of subjects that help students understand society, history, geography, government, economics, and culture. It encompasses the methods, strategies, and curriculum delivery used by teachers to engage students and develop their critical thinking, civic awareness, and understanding of social phenomena within the educational context of Malaybalay City District 1.

Supervisory Practices. Supervisory Practices refers to the various strategies and actions used by the heads of schools to monitor, support, and develop the instructional performance of the teachers and professional growth to ultimately improve student learning.

Research Methodology

This chapter outlines the research methodology, including the research design, study locale with a map, respondents, sampling procedure, research instruments, data collection and

scoring procedures, statistical treatments, and ethical considerations.

Research Design

The present study utilized a combination of descriptive and correlational research methods to explore various questions related to the supervisory practices of school heads and their perceived impact on Social Studies instruction in Malaybalay City District 1. The descriptive research design aimed to provide a detailed account of the current situation, focusing on defining and illustrating its key characteristics. This involved data analyses, such as computing means as well as standard deviations for data summarization patterns and identify relationships among the variables.

Alternatively, the study employed a correlational research design investigated the characteristics and magnitude of the relationships between supervisory practices and Social Studies instruction among various groups within the district. This approach is crucial for examining how variations in supervisory methods correspond to changes in teacher performance perceptions. By combining these two methods, this research presents a comprehensive insight into the effects of school heads' supervisory practices on Social Studies instruction effectiveness in the local educational context.

Research Locale

Data for this study were collected in Malaybalay City District 1, Malaybalay, Bukidnon.

Malaybalay City, the capital of Bukidnon province in the Philippines, is a vibrant and culturally rich city nestled in the heart of the province. Known as the "South Summer Capital of the Philippines," it is renowned for its cool climate, breathtaking mountainous landscapes, and lush forests that cover much of its terrain. Strategically located about 91 kilometers south of Cagayan de Oro City, Malaybalay serves as a key center for commerce, education, and government services in Bukidnon. The city is also famous for the annual Kaamulan Festival, a month-long cultural celebration that showcases the traditions and dances of the indigenous tribes in the region, attracting thousands of local and foreign visitors every year.

Malaybalay City is administratively divided into several districts, with District 1 being one of its key local government units. District 1 includes several barangays (villages or neighborhoods) that reflect the city's blend of rural and urban communities. This district, like others in Malaybalay, experiences the city's overall climate marked by cooler temperatures compared to other parts of Bukidnon, with a rainy season from May to October and a dry season from November to April. The district plays an essential role in the city's

socioeconomic activities and education system, making it a pertinent locale for studies focusing on school leadership and teacher performance. The local context of District 1 thus provides a meaningful setting to understand how supervisory practices by school heads can influence teachers' academic effectiveness within Malaybalay City's diverse educational landscape.

Respondents of the Study

The participants in this study consisted of teachers from eight (8) elementary and integrated schools within Malaybalay City District 1 who were serving as active teachers during the school year 2025–2026. This group was selected to ensure the data captured the supervisory practices of school heads and their perceived influence on Social Studies teaching in Malaybalay City District 1. This study focused on the 2025–2026 academic year to present an updated evaluation of current supervisory practices and their influence on teacher effectiveness, thereby offering relevant insights for future educational leadership improvements within the district.

Research Instruments

The research utilized adapted questionnaires to collect quantitative information. The questionnaire on supervisory practices of school heads, adopted from Buagas, M. R., & Ching, N. N. (2023), utilizes a 5-point Likert scale, with 1 indicating strongly disagree and 5 indicating strongly agree. This method of scoring enables an accurate assessment of school heads' instructional supervisory practices. To evaluate Social Studies instruction, a survey instrument adapted from Bihag et al. (2025) was also utilized. This instrument likewise applies a 5-point Likert scale, facilitating respondents' indication of their agreement with statements about Social Studies instruction. These tools were selected based on their validated reliability and validity, supporting the gathering of robust and relevant data for the study. These validated instruments facilitate a thorough analysis of the factors shaping Social Studies instruction, offering important contributions to educational research and strengthening the supervisory practices of school heads.

Findings

The following were the findings derived from the study.

The level of school heads' supervisory practices was very high in instructional leadership, high in performance monitoring and feedback, and high in professional development support.

In terms of both instructional implementation and student academic outcomes, teachers' academic performance was assessed as outstanding.

The study found that instructional leadership, performance monitoring and feedback, and professional development support, as aspects of school heads' supervisory practices, were significantly related to teachers' academic performance.

CONCLUSIONS

These were the research conclusions derived from the findings of the study.

School heads demonstrated strong supervisory practices across key domains. The school heads exhibited a high level of supervisory practices in instructional leadership and a high level in performance monitoring and feedback as well as professional development support.

Teachers achieved outstanding academic performance. The teachers demonstrated outstanding academic performance, both in instructional implementation and in student academic outcomes, suggesting that teaching practices were effectively carried out and translated into positive learner achievement.

Supervisory practices were significantly associated with teachers' academic performance. The study established that teacher academic performance was associated to instructional leadership, performance monitoring and feedback, and professional development support. It means that effective supervisory practices of school heads played a vital role in enhancing teachers' instructional effectiveness and overall academic outcomes.

Recommendations

For the teachers. To further strengthen their instructional practices, teachers are recommended to actively participate in supervisory activities, including classroom observations, feedback discussions, and professional development initiatives. Continuous reflection on feedback from school heads may help teachers further improve instructional implementation and maintain outstanding student academic outcomes.

For school administrators. School administrators are recommended to continue strengthening supervisory practices by consistently exercising instructional leadership, providing regular performance monitoring and constructive feedback, and supporting ongoing professional development opportunities for teachers. The ongoing application of these practices has the potential to elevate teachers' academic performance and support greater overall school effectiveness.

For future researchers. It is recommended that future research investigates supervisory

practices and teacher academic performance through additional variables, alternative methodologies, or a wider range of educational environments. These studies can offer greater insight and contribute to the development of effective supervisory and instructional strategies in schools.

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