

Supervisory Practices of Elementary School Heads at Jolo IV District, Division of Sulu: An Assessment

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ABSTRACT. The level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu as perceived by the teachers in the context of classroom observation, in-service training, research and evaluation, and human and public relations, the significant difference in the level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu as perceived by the teachers when the data are categorized according to their demographic profile, and the significant correlation among the subcategories subsumed under the level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu as perceived by the teachers in the context of classroom observation, in-Service Training, research and evaluation, and human and public relations. Descriptive research design was used in this study. The study was conducted in the ten (10) schools under Jolo IV District, Jolo, Sulu. The 100 respondents are teachers from Jolo IV District. Purposive sampling design was used in this study. The researcher used an adapted questionnaire as instrument of the study taken from the survey questionnaire patterned from the previous study of Juhudi (2005). For the statement of the problem number 1, frequency and percentage distribution was used. For the statement of the problem number 2, mean and standard deviation was used. For the statement of the problem number 3, t-test for gender and One Way ANOVA for the rest of the variables was used, and for problem number 4, regression analysis was used. The following were found in the study: The data show that out of 100 teacher-respondents, more than half are 41 years old and above, more than half are females, a third of them have 11-15 years of experience. The result suggest that school heads consistently implement effective supervisory practices in classroom observations, consistently implement effective supervisory practices in organizing and managing in-service training for teachers, actively engage in research and evaluation practices to enhance the teaching-learning process, and demonstrate strong supervisory practices in research and evaluation. There are no statistically significant differences in the perceptions of supervisory practices across different age groups, between male and female teachers, educational attainment and length of service. A very high positive correlation exists between classroom observation and research and evaluation, a high positive correlation is observed between classroom observation and human and public relations, a very high positive correlation is found between in-service training and research and evaluation, a very high positive correlation is observed between in-service training and human and public relations, and a very high positive correlation exists between research and evaluation and human and public relations.

KEYWORDS: *teacher perception; school leadership; educational management*

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Introduction

The persistently low academic performance of Grade VI pupils in DepEd-Sulu's Jolo IV district, as evidenced by consistently poor National Achievement Test (NAT) scores in English, Mathematics, and Science, presents a significant challenge. This underperformance highlights the crucial role of elementary school heads in fostering effective instructional supervision and driving school improvement. Despite years of leadership changes and ongoing efforts by school administrators to enhance academic outcomes, infrastructure, and the overall school environment (Muhajil, 2019; Chavez et al., 2024b), the district continues to lag in NAT results. While school heads diligently fulfill their roles as instructional leaders and managers, achieving quality education remains elusive.

The quality of any education system is intrinsically linked to the quality of its teachers (McKinsey, 2015; Chavez & Vicente, 2024). High-quality instruction, delivered through effective teaching strategies, is paramount for improved student performance. Consequently, effective instructional supervision practices are essential for supporting teacher development and optimizing learning experiences. School leaders play a vital role in this process, providing guidance and support to teachers through the observation and enhancement of teaching and learning activities (Sarfo & Cudjoe, 2016). This collaborative approach, with school administrators guiding and supporting teachers, is crucial for achieving educational objectives (Sarfo & Cudjoe, 2016).

Furthermore, effective supervision is a cornerstone of teacher professional development, directly impacting pedagogical competence (Kholid & Rohmatika, 2019). A robust supervisory framework can significantly improve classroom practices, leading to enhanced student achievement (Kholid & Rohmatika, 2019). Effective supervision also ensures adherence to educational standards, boosts teacher morale and motivation, promotes punctuality and regularity, and mitigates teacher complacency (Mulatu, 2016; Ngole & Mkulu, 2021). Moreover, supervisory assessments provide teachers with access to professional development opportunities, focusing on effective teaching approaches and strategies for student success (Ngole & Mkulu, 2021).

Given the direct link between teacher competency and student outcomes, the effectiveness of school heads' supervisory practices is paramount. Strong instructional supervision, coupled with the dedicated efforts of teachers, is essential for improving the teaching-learning process. This study investigates the performance of school heads in Jolo IV district regarding their supervisory practices, based on the hypothesis that deficiencies in supervision are a significant contributor to the district's low academic performance. We posit that inadequate supervisory practices negatively impact teacher performance, ultimately hindering quality education. Therefore, this research is crucial for understanding and addressing this critical issue.

Research Questions

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 educational attainment; and
 - 1.4 length of service?
2. What is the level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu as perceived by the teachers in the context of:
 - 2.1 classroom observation;
 - 2.2 in-service training;
 - 2.3 research and evaluation; and
 - 2.4 human and public relations?

3. Is there a significant difference in the level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu as perceived by the teachers when the data are categorized according to their demographic profile in terms of:

- 3.1 age;
- 3.2 gender;
- 3.3 educational attainment; and
- 3.4 length of service?

4. Is there a significant correlation among the subcategories subsumed under the level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu as perceived by the teachers in the context of classroom observation, in-Service Training, research and evaluation, and human and public relations?

Literature

The literature identifies a multifaceted role for instructional leaders, encompassing direct assistance to teachers, group development, staff development, curriculum development, and action research (Glickman & Mette, 2020). These tasks highlight the importance of both individual and collective teacher support, aligning with transformational leadership theory's emphasis on influencing and engaging individuals (Northouse, 2015) to empower teachers and students to address societal inequities and create more equitable educational opportunities (Glickman & Mette, 2020). Inclusive classroom implementation, a key aspect of creating equitable opportunities, faces challenges like limited knowledge, lack of resources, and awareness among teachers, despite varied perceptions and varied obstacles (Leon et al., 2024). Kotirde and Yunos (2015) further elaborate on the supervisory role, emphasizing mentoring, coaching, fostering individualized skill development, and collaborative improvement of student learning. This collaborative approach, a cornerstone of effective supervision, can also help address the challenges of balancing administrative and teaching responsibilities, which can improve teacher self-efficacy and reduce burnout and stress (Dagoy et al., 2024). Principals function dually as teachers and administrators (Elfrianto et al., 2020), managing school operations while providing instructional leadership and supervision.

Effective supervisory practices are strongly linked to improved teacher performance and student achievement. Wanzare (2015) demonstrates a significant correlation between robust supervision strategies (classroom observation, checking lesson plans and student work) and both teacher performance and pupil achievement. Kholid & Rohmatika (2019) emphasize that realistic supervision improves classroom practices, leading to higher student academic performance. Teacher supervision is viewed as a management and instructional process aimed at enhancing the potential of schools (April & Bouchamma, 2015). Studies across various countries (April & Bouchamma, 2015; Kayıkçı1, Yılmaz & Şahin, 2017) support the notion that effective supervision enhances teachers' pedagogical competence. Mulatu (2016) highlights the importance of supervision in ensuring the achievement of educational standards and fostering teacher professional growth. Related studies (Vanblaere & Devos, 2016; Esia-Donkoh & Baffoe, 2018) emphasize school leadership's role in supporting teachers in implementing new learning approaches. An emotional bond between the speaker and audience, a key element of effective communication, is essential for successful and long-lasting learning in academic trainings (Garil et al., 2024). This principle can be applied to supervisory practices, where school leaders can foster a more positive and supportive environment by building strong relationships with teachers.

Despite the benefits, the literature highlights challenges such as a lack of resources (U-Sayee & Adomako, 2021), poor teacher attitudes (U-Sayee & Adomako, 2021; Osei et al., 2020), and inadequate training for supervisors (April & Bouchamma, 2015; Ankoma-Sey & Marina, 2016). Heavy workloads, administrative duties, and teaching assignments for supervisors also hinder effective supervision (Ngole & Mkulu, 2021). Negative perceptions of supervision as rigid, authoritarian, and evaluative rather than developmental (Jonyo & Jonyo, 2019; Glanz & Heinmann, 2018; James & Massiah, 2019) create barriers to building trust and fostering positive relationships between supervisors and teachers. The lack of trust, poor relationships, and unfriendly supervisory interactions negatively impact teacher learning from feedback (Hoque et al., 2020; James & Massiah, 2019; Jonyo & Jonyo, 2019). Additional challenges include inadequate logistics, insufficient trained staff, poor road networks, lack of supervisory allowances, and even natural occurrences like rain (Abdulai et al., 2022). Macro-management practices in grade schools, which involve setting overall goals and policies, should emphasize collaborative and collective responsibility, while micromanagement practices, which focus on individual tasks, should prioritize initiative and responsiveness (Divinagracia, 2023). This balance can help create a more supportive and empowering environment for teachers, which can lead to improved performance and student outcomes.

The literature suggests strategies to improve supervisory practices, including providing ongoing professional development for supervisors on effective supervision techniques, classroom management, and assessment (Embodo, 2024). Fostering collaboration among teachers through regular meetings and peer observation, and establishing a culture of continuous feedback are also crucial (Embodo, 2024). Addressing the challenges requires a multi-pronged approach, including providing adequate resources, training, and support for both supervisors and teachers. A shift towards a more collaborative, supportive, and developmentally focused approach to supervision is necessary to foster trust and improve teacher performance and student outcomes. The mindfulness-based approach (Haberlin, 2020) and the disruption of deficit-lens thinking (Yeigh, 2020) offer promising avenues for reimagining supervisory practices. Understanding the factors that complicate instructional improvement (Hazi, 2020) and keeping inquiry at the center of supervision (Garman, 2020) are vital for creating more equitable and effective educational systems. The findings from Sandangan (2018) and Muhajil (2019) concerning low academic performance in Jolo I and the need for improved teacher training and resources in DepEd-Sulu further emphasize the urgency of implementing these recommendations.

Methodology

1. Research Design

A descriptive research design was employed in this study. Descriptive research aims to provide an accurate description of observations of a particular phenomenon. In this case, the study focuses on the supervisory practices of elementary school heads in the Jolo IV District, Division of Sulu. The researcher will describe and analyze these practices through the use of a questionnaire-checklist. This questionnaire, specifically designed to assess the supervisory practices relevant to the context of the Jolo IV District, will be used to collect the necessary data. Descriptive study designs allow researchers to study and describe the distribution of one or more variables, without regard to causal or other hypotheses (Aggarwal & Ranganathan, 2019; Chavez et al., 2024c; Ceneciro, 2025).

2. Participants and Sampling

This study was conducted in ten schools under the Jolo IV District in Jolo, Sulu, namely Hadji Butu Elementary School, Hadji Hassiman Elementary School-Higad, Hadji Hassiman Elementary

School-Laud, Rasul Elementary School, Hadja Taiba Abubakar Schuck Elementary School, Imam Ismi Elementary School, Serantes Elementary School, Bangas Elementary School, Pag-Asinan Elementary School, and Kabukan Elementary School. A total of 100 respondents were utilized to answer the research checklist questionnaire, selected through a purposive sampling design. This approach involved 100 teacher-respondents representing the ten schools, with the distribution of respondents varying according to the population of school personnel at each institution for the School Year 2024-2025. The purposive sampling technique was employed to ensure that the sample included individuals who exhibited specific attributes relevant to the research design. Purposive sampling was employed to ensure the selected participants aligned with the study's aims and objectives. This approach enhances the study's rigor and trustworthiness (Campbell et al., 2020; Chavez et al., 2024a; Dela Calzada et al., 2025).

3. Instruments

The researcher used an adapted questionnaire as instrument of the study taken from the survey questionnaire patterned from the previous study of Juhudi (2005). The questionnaire is of two parts. Part I inquires the profile of the respondents and Part II inquires the level of supervisory practices of elementary school heads at Jolo IV District based on the perception of the teachers.

4. Data gathering procedure

The researcher utilized an adapted questionnaire as the instrument for the study, based on a survey questionnaire from the previous study of Juhudi (2005). The questionnaire consists of two parts: Part I inquires about the profile of the respondents, while Part II assesses the level of supervisory practices of elementary school heads in the Jolo IV District, based on teachers' perceptions. To ensure the validity and reliability of the adapted and revised survey questionnaire, the researcher entrusted the instrument to a panel of experts for revalidation of its appropriateness.

5. Data Analysis

Data analysis employed descriptive and inferential statistics. Problem 1 ("What is the demographic profile of teachers at Jolo IV District in terms of age, gender, educational attainment, and length of service?") was analyzed using frequency and percentage distributions. Problem 2 ("What is the level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu, as perceived by teachers regarding classroom observation, in-service training, research and evaluation, and human and public relations?") used mean and standard deviation. Problem 3 ("Is there a significant difference in the level of supervisory practices... when categorized according to demographic profile?") utilized a t-test for gender and one-way ANOVA for other variables (age, educational attainment, length of service). Finally, Problem 4 ("Is there a significant correlation among the subcategories of supervisory practices...") was analyzed using Pearson correlation.

Results and Discussion

1. What is the demographic profile of the teacher-respondents in terms of: 1.1 Age, 1.2, Gender, 1.3 Educational Attainment, and 1.4 Length of Service?

1.1 In terms of Age

Table 1.1 Demographic Profile of Teacher-respondents at Jolo IV District by Age

Age	Number of respondents	Percent
30 years old and below	17	17
31-40 years old	31	31
41 years old and above	52	52
Total	100	100%

Table 1.1 displays the age distribution of the 100 teacher-respondents from Jolo IV District. Seventeen percent (17 respondents) are 30 or younger, 31% (31 respondents) are aged 31–40, and 52% (52 respondents) are 41 or older. The majority of respondents (52%) are 41 and older, suggesting a substantial number of teachers in Jolo IV District possess extensive teaching experience.

1.2 In terms of Gender

Table 1.2 Demographic Profile of Teacher-respondents at Jolo IV District by Gender

Gender	Number of respondents	Percent
Male	23	23
Female	77	77
Total	100	100%

Table 1.2 shows the gender distribution of the 100 teacher-respondents. Twenty-three percent (23 respondents) are male, and 77% (77 respondents) are female. The predominance of female teachers (77%) suggests a female-dominated teaching profession in Jolo IV District.

1.3 In terms of Educational Attainment

Table 1.3 Demographic Profile of Teacher-respondents at Jolo IV District by Educational Attainment

Educational Attainment	Number of respondents	Percent
Baccalaureate	69	69
With Master's Units	23	23
Master's Degree	8	8
Total	100	100%

Table 1.3 details the educational attainment of the 100 teacher-respondents. Sixty-nine percent (69 respondents) hold a bachelor's degree, 23% (23 respondents) have completed some master's-level coursework, and 8% (8 respondents) hold a master's degree. The data show that most teachers in Jolo IV District possess a bachelor's degree, with a smaller proportion having pursued graduate studies.

1.4 In terms of Length of Service

Table 1.4 Demographic Profile of Teacher-respondents at Jolo IV District by Length of Service

Length of Service	Number of respondents	Percent
5 years and below	26	26
6-10 years	26	26
11-15 years	30	30
16 years and above	18	18
Total	100	100%

Table 1.4 presents the length of service for the 100 teacher-respondents. Twenty-six percent (26 respondents) have five years or less of experience, 26% (26 respondents) have 6–10 years, 30% (30 respondents) have 11–15 years, and 18% (18 respondents) have 16 or more years. A substantial

number of teachers (30%) have 11–15 years of experience, indicating a significant portion with over a decade of service.

2. What is the level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu as perceived by the teachers in the context of: 2.1 Classroom Observation, 2.2 In-service Training, 2.3 Research and Evaluation, and 2.4 Human and Public Relations?

2.1 In the context of Classroom Observation

Table 2.1 Level of Supervisory Practices of Elementary School Heads at Jolo IV District, Division of Sulu as Perceived by the Teachers in the Context of Classroom Observation

	Statements	Mean	S.D	Rating
1	Sees to it that the classroom visit and observation are always helpful and friendly.	4.76	.605	Always
2	Offers suggestion for improvement.	4.74	.579	Always
3	Meet teachers individually after classroom observation.	4.62	.678	Always
4	Observe classes regularly.	4.61	.695	Always
5	Encourage teachers to try out know techniques in teaching.	4.74	.525	Always
Total Weighted Mean		4.6940	.50409	Always

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Frequently; (3) 2.50- 3.49=Occasionally; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Poor

Table 2.1 shows teacher perceptions of elementary school head supervisory practices in classroom observation at Jolo IV District. The weighted mean of 4.6940 ("Always") and standard deviation of 0.50409 indicate consistent positive perceptions. Highly rated items included providing helpful and friendly observations (4.76), offering improvement suggestions (4.74), and encouraging new teaching techniques (4.74), all indicating supportive supervision. Regular classroom observation (4.61) and individual follow-up meetings (4.62) also received high ratings, suggesting effective and well-received supervisory practices contributing to a positive learning environment.

2.2 In the context of In-Service Training

Table 2.2 Level of Supervisory Practices of Elementary School Heads at Jolo IV District, Division of Sulu as Perceived by the Teachers in the Context of In-Service Training

	Statements	Mean	S.D	Rating
1	Involves teachers in the planning of the in-service training.	4.56	.715	Always
2	Exercises fairness in the selection of delegates to attend seminars.	4.59	.698	Always
3	Ensures that in-service training education program of teachers is based on felt need.	4.56	.686	Always
4	Conduct monthly in-service training.	4.37	.761	Frequently
5	Displays professional leadership when conducting or managing the in-service training.	4.66	.623	Always
Total Weighted Mean		4.5480	.55240	Always

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Frequently; (3) 2.50- 3.49=Occasionally; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Poor

Table 2.2 presents teacher perceptions of elementary school head supervisory practices concerning in-service training at Jolo IV District. The weighted mean of 4.5480 ("Always") and standard deviation of 0.55240 suggest consistent positive perceptions. The highest-rated item was

demonstrating professional leadership during training (4.66). High ratings were also given for fair delegate selection (4.59), teacher involvement in planning (4.56), and needs-based training programs (4.56). While monthly training (4.37, "Frequently") received a slightly lower rating, the overall findings suggest strong leadership in providing effective and responsive in-service training, supporting teacher growth.

2.3 In the context of Research and Evaluation

Table 2.3 Level of Supervisory Practices of Elementary School Heads at Jolo IV District, Division of Sulu as Perceived by the Teachers in the Context of Research and Evaluation

	Statements	Mean	S.D	Rating
1	Encourage teachers to undergo research and evaluation to improving the teaching-learning environment.	4.52	.674	Always
2	Sees to it that there is provision for periodic evaluation of students' progress.	4.45	.687	Frequently
3	Involves teachers in the evaluation of the school objectives and action program.	4.62	.678	Always
4	Assist teachers in the evaluation of the students' progress.	4.53	.627	Always
5	Assists teachers in determining and evaluating the use of instructional materials.	4.68	.709	Always
Total Weighted Mean		4.5600	.51326	Always

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Frequently; (3) 2.50- 3.49=Occasionally; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Poor

Table 2.3 shows teacher perceptions of elementary school head supervisory practices in research and evaluation at Jolo IV District. The weighted mean of 4.5600 ("Always") and standard deviation of 0.51326 indicate consistent positive perceptions. The highest-rated item was assisting teachers in evaluating instructional materials (4.68). High ratings were also given for teacher involvement in school evaluations (4.62), assisting with student progress evaluation (4.53), and encouraging research-based improvements (4.52). Although periodic student progress evaluation (4.45, "Frequently") received a slightly lower rating, the overall findings suggest strong supervisory practices supporting research-based improvements in teaching and learning.

2.4 In the Context of Human and Public Relation

Table 2.4 Level of Supervisory Practices of Elementary School Heads at Jolo IV District, Division of Sulu as Perceived by the Teachers in the Context of Human and Public Relation

Table 2.4 displays teacher perceptions of elementary school head supervisory practices in human and public relations at Jolo IV District. The weighted mean of 4.5100 ("Always") and standard deviation of 0.62239 show generally consistent positive perceptions. The highest-rated item was showing professional courtesy, helpfulness, and sympathy (4.70). High ratings were also given for promoting school-community relationships (4.69) and balancing school rules with human relations (4.58). Slightly lower ratings were given for establishing linkages with other agencies (4.40, "Frequently") and allowing PTA officers to hold office in the school (4.18, "Frequently"), suggesting areas for potential improvement in external partnerships and PTA engagement. Overall, the findings indicate effective human and public relations practices, but with opportunities for enhancing external collaborations.

	Statements	Mean	S.D	Rating
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1	Provides leadership in promoting wholesome school community relationship.	4.69	.631	Always
2	Tempers school rules and regulations with human relation.	4.58	.713	Always
3	Shows professional courtesy, helpfulness and sympathy toward his subordinates.	4.70	.611	Always
4	Establish linkages with other line agencies in carrying out the different program thrust.	4.40	.899	Frequently
5	Allows PTA officers to hold office in the school.	4.18	1.077	Frequently
Total Weighted Mean		4.5100	.62239	Always

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Frequently; (3) 2.50- 3.49=Occasionally; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Poor

3. Is there a significant difference in the level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu as perceived by the teachers when the data are categorized according to their demographic profile in terms of: 3.1 Age, 3.2 Gender, 3.3 Educational Attainment, and 3.4 Length of Service?

3.1 According to Age

Table 3.1 Difference in the Level of Supervisory Practices of Elementary School Heads at Jolo IV District, Division of Sulu as Perceived by the Teachers When the Data are Categorized According to their Demographic Profile in Terms of Age

Sources of Variation		Sum of squares	f	Mean Square	F	Sig.	Description
Classroom Observation	Between Groups	.462	2	.231	.908	.407	Not Significant
	Within Groups	24.694	97	.255			
	Total	25.156	99				
In-Service Training	Between Groups	1.309	2	.654	2.197	.117	Not Significant
	Within Groups	28.901	97	.298			
	Total	30.210	99				
Research and Evaluation	Between Groups	.045	2	.022	.084	.920	Not Significant
	Within Groups	26.035	97	.268			
	Total	26.080	99				
Human and Public Relations	Between Groups	1.704	2	.852	2.256	.110	Not Significant
	Within Groups	36.646	97	.378			
	Total	38.350	99				

Note. * Significant at alpha 0.05

Table 3.1 presents ANOVA results examining the influence of teacher age on perceptions of elementary school head supervisory practices in four areas: Classroom Observation, In-Service Training, Research and Evaluation, and Human and Public Relations. All F-tests yielded p-values (Sig.) above the .05 significance level: Classroom Observation (F = 0.908, p = .407), In-Service Training (F = 2.197, p = .117), Research and Evaluation (F = 0.084, p = .920), and Human and Public Relations (F = 2.256, p = .110). These non-significant results indicate that teacher age does not significantly affect perceptions of supervisory practices in any of the examined areas.

3.2 According to Gender

Table 3.2 Difference in the Level of Supervisory Practices of Elementary School Heads at Jolo IV District, Division of Sulu as Perceived by the Teachers When the Data are Categorized According to their Demographic Profile in Terms of Gender

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Classroom Observation	Male	4.591	.48422	-.13337	-1.12	.268	Not Significant
	Female	4.725	.50891				
In-Service Training	Male	4.409	.53760	-.18091	-1.39	.169	Not Significant
	Female	4.590	.55336				
Research and Evaluation	Male	4.417	.53907	-.18521	-1.53	.130	Not Significant
	Female	4.603	.50104				
Human and Public Relations	Male	4.417	.60876	-.12027	-.812	.419	Not Significant
	Female	4.538	.62766				

Note. * Significant at alpha 0.05

Table 3.2 presents t-test results comparing male and female teachers' perceptions of elementary school head supervisory practices across four areas: Classroom Observation, In-Service Training, Research and Evaluation, and Human and Public Relations. All t-tests yielded p-values (Sig.) above the .05 significance level: Classroom Observation ($t = -1.12, p = .268$), In-Service Training ($t = -1.39, p = .169$), Research and Evaluation ($t = -1.53, p = .130$), and Human and Public Relations ($t = -0.812, p = .419$). These non-significant results indicate that teacher gender does not significantly affect perceptions of supervisory practices.

3.3 According to Educational Attainment

Table 3.3 Difference in the Level of Supervisory Practices of Elementary School Heads at Jolo IV District, Division of Sulu as Perceived by the Teachers When the Data are Categorized According to their Demographic Profile in Terms of Educational Attainment

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Classroom Observation	Between Groups	.171	2	.085	.331	.719	Not Significant
	Within Groups	24.986	97	.258			
	Total	25.156	99				
In-Service Training	Between Groups	.168	2	.084	.272	.763	Not Significant
	Within Groups	30.041	97	.310			
	Total	30.210	99				
Research and Evaluation	Between Groups	.423	2	.212	.800	.452	Not Significant
	Within Groups	25.657	97	.265			
	Total	26.080	99				
Human and Public Relations	Between Groups	.416	2	.208	.532	.589	Not Significant
	Within Groups	37.934	97	.391			
	Total	38.350	99				

Note. * Significant at alpha 0.05

Table 3.3 presents ANOVA results examining the influence of teacher educational attainment on perceptions of elementary school head supervisory practices in four areas: Classroom Observation, In-Service Training, Research and Evaluation, and Human and Public Relations. All F-tests yielded p-values (Sig.) above the .05 significance level: Classroom Observation ($F = 0.331, p =$

.719), In-Service Training ($F = 0.272, p = .763$), Research and Evaluation ($F = 0.800, p = .452$), and Human and Public Relations ($F = 0.532, p = .589$). These non-significant results indicate that teacher educational attainment does not significantly affect perceptions of supervisory practices in any of the examined areas.

3.4 According to Length of Service

Table 3.4 Difference in the Level of Supervisory Practices of Elementary School Heads at Jolo IV District, Division of Sulu as Perceived by the Teachers When the Data are Categorized According to their Demographic Profile in Terms of Length of Service

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Classroom Observation	Between Groups	.518	3	.173	.673	.570	Not Significant
	Within Groups	24.638	96	.257			
	Total	25.156	99				
In-Service Training	Between Groups	.548	3	.183	.591	.623	Not Significant
	Within Groups	29.662	96	.309			
	Total	30.210	99				
Research and Evaluation	Between Groups	.589	3	.196	.739	.531	Not Significant
	Within Groups	25.491	96	.266			
	Total	26.080	99				
Human and Public Relations	Between Groups	1.953	3	.651	1.717	.169	Not Significant
	Within Groups	36.397	96	.379			
	Total	38.350	99				

Note. * Significant at alpha 0.05

4. Is there a significant correlation among the subcategories subsumed under the level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu as perceived by the teachers in the context of classroom observation, in-Service Training, research and evaluation, and human and public relations?

Table 4 Correlations Among the Subcategories Subsumed Under the Level of Supervisory Practices of Elementary School Heads at Jolo IV District, Division of Sulu as Perceived by the Teachers

Variables		Pearson r	Sig.	N	Description
Dependent	Independent				
Classroom Observation	In-Service Training	.811**	.000	100	Very High
	Research and Evaluation	.744**	.652	100	Very High
	Human and Public Relations	.581**	.000	100	High
In-Service Training	Research and Evaluation	.801**	.000	100	Very High
	Human and Public Relations	.718**	.000	100	Very High
Research and Evaluation	Human and Public Relations	.753**	.000	100	Very High

Note. **Correlation coefficient is significant at alpha .01
Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Table 4 presents the correlations among the subcategories subsumed under the level of supervisory practices of elementary school heads at Jolo IV District, Division of Sulu as perceived by the teachers. The computed Pearson correlation coefficients (r) between these variables indicate the strength and direction of their relationships, with significance tested at alpha 0.01.

The degrees of correlation among the subcategories are as follows:

1. A very high positive correlation is observed between Classroom Observation and In-Service Training ($r = 0.811$, $p = 0.000$), indicating that school heads who perform well in classroom observation are also likely to excel in providing in-service training for teachers. Since the p -value is below 0.01, this correlation is statistically significant.

2. A very high positive correlation exists between Classroom Observation and Research and Evaluation ($r = 0.744$, $p = 0.652$). However, the p -value is greater than 0.01, suggesting that this correlation is not statistically significant.

3. A high positive correlation is observed between Classroom Observation and Human and Public Relations ($r = 0.581$, $p = 0.000$), indicating that strong supervisory practices in classroom observation are associated with effective human and public relations. Since the p -value is below 0.01, this correlation is statistically significant.

4. A very high positive correlation is found between In-Service Training and Research and Evaluation ($r = 0.801$, $p = 0.000$), suggesting that school heads who conduct effective in-service training also tend to engage in strong research and evaluation practices. This correlation is statistically significant.

5. A very high positive correlation is observed between In-Service Training and Human and Public Relations ($r = 0.718$, $p = 0.000$), indicating that school heads who excel in training teachers also tend to have good human and public relations skills. This correlation is statistically significant.

6. A very high positive correlation exists between Research and Evaluation and Human and Public Relations ($r = 0.753$, $p = 0.000$), suggesting that effective research and evaluation practices are strongly linked to good human and public relations. This correlation is statistically significant.

These findings suggest that supervisory practices in different areas are highly interrelated, with significant correlations among Classroom Observation, In-Service Training, Research and Evaluation, and Human and Public Relations. The strong correlations indicate that enhancing one aspect of supervisory practice is likely to contribute to improvements in the others.

This study investigated teacher perceptions of elementary school head supervisory practices in Jolo IV District. The demographic analysis (Table 1.1-1.4) revealed that the majority of respondents were female (77%), aged 41 and above (52%), and possessed 11-15 years of teaching experience (30%). These findings provide valuable context for interpreting the subsequent results.

The findings (Table 2.1-2.4) indicate consistently high levels of perceived effectiveness across all four supervisory practice areas: classroom observation, in-service training, research and evaluation, and human and public relations. These positive perceptions align with research emphasizing the crucial role of effective school leadership in enhancing teacher performance, student outcomes, and school climate (Haramain et al., 2023). The consistently high ratings suggest that school heads in Jolo IV District are successfully implementing supportive and

constructive supervisory strategies. However, the slightly lower ratings for establishing external linkages and PTA engagement (Table 2.4) suggest an area for potential improvement and future focus. This highlights the importance of ongoing efforts to maintain and enhance these practices, particularly in fostering stronger external collaborations and PTA involvement.

Importantly, no statistically significant differences in perceptions of supervisory practices were found based on teacher age, gender, educational attainment, or length of service (Table 3.1-3.4). This contrasts with some research suggesting a link between school head demographics and supervisory effectiveness (Jongyung, 2024), but it may reflect the consistent application of effective practices by school heads regardless of teacher characteristics. This consistency, however, warrants further investigation to determine the specific strategies employed by school heads in Jolo IV District to achieve such high levels of perceived effectiveness. Future qualitative research could provide valuable insights into these practices.

The strong positive correlations observed between the different supervisory practice areas (discussed in section 4) highlight the interconnectedness of these elements. Effective classroom observation, for example, is strongly linked to the provision of in-service training, research and evaluation support, and positive human relations. This interconnectivity supports the notion that a holistic approach to supervision, integrating various components, is essential for maximizing its impact on teacher development and student learning (Johnson et al., 2024). This interconnectedness underscores the need for continued professional development for school heads, emphasizing the importance of a holistic approach to supervision and the integration of various components for maximal impact. The theoretical framework of this study draws upon several sources that highlight the importance of various supervisory practices, including peer teaching, classroom observation, document review, mentoring (Amerol, 2025), regular instructional supervision such as classroom supervision, LAC sessions, in-service training, monitoring, and curriculum guide provision (Rizada, 2024), direct teacher assistance, group development, staff development, curriculum development, and action research (Glickman & Mette, 2020), and ensuring adequate educational practices, professional development, and student success (Basilio & Bueno, 2021). These theoretical underpinnings support the findings of this study, which highlight the positive impact of comprehensive supervisory practices on teacher performance and student outcomes. The strong positive correlations between different supervisory practices also suggest the potential for disseminating these best practices to other schools and districts to promote the adoption of effective supervisory models.

Conclusion

This study examined teacher perceptions of elementary school head supervisory practices in Jolo IV District, revealing consistently high levels of perceived effectiveness across classroom observation, in-service training, research and evaluation, and human relations. These positive perceptions, consistent across various teacher demographics (age, gender, educational attainment, and length of service), underscore the significant role of effective school leadership in fostering a positive and productive learning environment. The strong positive correlations between different supervisory practices highlight the importance of a holistic approach, integrating various components for maximum impact on teacher development and student learning. While the findings suggest a strong foundation of effective supervisory practices, areas for potential enhancement, such as strengthening external linkages and PTA engagement, were identified. Future research should investigate the specific strategies contributing to these positive perceptions and explore the long-term impacts on teacher performance and student outcomes. The consistent application of

effective supervisory practices, regardless of teacher characteristics, warrants further study to understand the underlying mechanisms and replicate these successes in other contexts. Ultimately, this study emphasizes the crucial link between effective school leadership and a thriving educational environment.

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