

# The Supervisory Roles of the School Heads in Improving the Teaching and the Learning Conditions in the Public Elementary Schools in Balatan District, Division of Camarines Sur

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| ARTICLE INFORMATION                                                                                                                                                                             | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Article history:</b><br>Published: October 2026<br><br><b>Keywords:</b><br>Instructional Supervision<br>School Heads<br>Teaching Conditions<br>Learning Conditions<br>ICT Support<br>Balatan | The study examined school heads' supervisory roles, initiatives, and challenges in improving teaching and learning conditions in public elementary schools in Balatan District, Division of Camarines Sur. A descriptive-evaluative-correlational design involved 40 school heads and master teachers and a researcher-made questionnaire. The study objective specifies School Year 2024–2025, whereas the participant description specifies 2023–2024; the study period remains unresolved. Weighted means, frequencies, percentages, ranks, and Kendall's coefficient of concordance with chi-square tests were reported at the 0.05 level. Supervisory roles and initiatives were generally classified as Very Much Evident, although suitable-material indicators included Much Evident ratings. Challenges were classified as Very Much Challenging. No significant rank-order agreement was reported for the six supervisory domains or initiatives, while agreement was significant for challenges. Findings emphasized observation and professional assistance alongside substantial technical, resource, and workload constraints. The results support recommendations for developmental supervision and coordinated support. They describe respondent judgments rather than causal improvements in teaching, learning, or learner achievement. |

## 1. Introduction

Instructional supervision connects school leadership with the conditions in which teachers plan, teach, and respond to learners. Its scope includes classroom observation, professional feedback, curriculum support, material selection, and school improvement planning. These activities may provide support for instruction, but their effectiveness depends on the quality of follow-up and the availability of resources. A description of supervisory activity therefore needs to consider the challenges that may limit its practical value.

Darling-Hammond et al. (2017) identify coaching, feedback, reflection, collaboration, and sustained professional learning as features associated with effective teacher development. This literature provides a relevant basis for examining how supervision may support teachers rather than merely record compliance. The Philippine Learning Action Cell policy also locates collaborative professional learning within schools and identifies a role for school leadership in supporting it (Department of Education, 2016). These perspectives frame supervision as an ongoing developmental process.

The study examined six supervisory domains: conducive environments, adoption of the DepEd mission and vision, curriculum implementation, appropriate strategies, suitable materials, and school improvement planning. It also considered initiatives and challenges in improving teaching and learning conditions. The inclusion of digital tools and technical assistance is notable because supervisory support may be constrained by both equipment and the knowledge needed to use it. High levels of observation do not necessarily resolve those constraints. The study focused on public elementary schools in Balatan District, Division of Camarines Sur. It investigated the extent of supervisory roles, initiatives and challenges, and agreement in their rankings, and formulated policy recommendations. The participant pool comprised school heads and master teachers. Their ratings provide an account of perceived supervisory practices and conditions, but the study does not provide independent classroom-outcome measures or establish the effect of supervision on learner achievement.

## 2. Methods

### 2.1 Research design and scope

The study used a descriptive-evaluative-correlational research design in public elementary schools in Balatan District, Division of Camarines Sur. The objective identified School Year 2024–2025, while the participant description identified School Year 2023–2024. The study period therefore remains unresolved.

The study assessed reported practices and perceived outcomes through questionnaire responses. Allocation to an intervention, a comparison condition, and repeated outcome measurement were not reported. The findings are interpreted as descriptive evaluations and rank-order analyses; the design label alone does not establish a tested relationship or a causal effect.

### 2.2 Participants and setting

The study involved 40 school heads and master teachers in public elementary schools in Balatan District, Division of Camarines Sur. The distribution of respondents across schools and the composition of groups used for the ranking analysis were not reported. The sampling frame, selection procedure, eligibility criteria, number invited, and response rate were not specified. Consequently, the representativeness of the respondents and the extent to which their judgments describe all schools in the setting cannot be established. No unreported school-level or respondent-group sample sizes were inferred.

### 2.3 Instrument and measures

The main data-gathering instrument was a researcher-made questionnaire. It assessed the domains presented in the Results, using indicator-level weighted means and verbal classifications. The response anchors, full scoring rules, interpretation cutoffs, validation procedures, pilot testing and reliability estimates were not reported. Category labels are therefore presented as the study's classifications rather than assigned from an assumed rating scale.

The unit represented in each descriptive table is the stated questionnaire indicator. Reported item means are retained without calculating new domain composites. Duplicate statements remain separate reported entries, and an unreported item value is identified as such where applicable. The ratings do not constitute independently scored learner assessments or administrative measures of school performance.

### 2.4 Data collection and analysis

Questionnaire administration was the stated data-collection approach. The administration mode, collection dates, instructions to respondents, procedures for incomplete responses, and evidence used by raters were not specified. Ethics review, institutional permission, consent and confidentiality procedures were not reported; no approval or consent process is asserted.

The reported analyses were weighted means, frequency counts, percentages, ranks, and Kendall's coefficient of concordance (W) with corresponding chi-square tests. The significance level was 0.05. The tables retain the reported W values, chi-square values and probability thresholds; exact probabilities were not inferred from inequalities. The group-level ranks, degrees of freedom, tie adjustments and statistical software were not specified.

Kendall's W describes concordance in rankings. The reported significance decisions address agreement in indicator orderings; they do not test causal effects, equality of mean ratings, or the relationship between strategy use and outcomes. No direct strategy–outcome correlation coefficient was reported. Nonsignificant concordance is not interpreted as evidence that an activity was unused or that a learner skill was low.

## 3. Results

The tables present the reported findings by domain, with interpretation immediately after each presentation. Item statements and values remain in their reported order. Uniform verbal classifications appear in table notes; mixed classifications are displayed by item. No missing numerical results or composite scores have been imputed.

Table 1. Supervisory roles in Creating a Conducive Environment

| Indicator                                                                                                                                                   | Weighted mean |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| The school heads monitors if the teachers always try to be their most excited selves in classrooms to encourage active learners' participation and response | 4.86          |
| The school heads make sure that the teachers are compliant of positive atmosphere in the classroom with whom they have a good rapport                       | 4.86          |
| The school heads monitors if teachers prepare thoroughly for every class they plan to attend during the day                                                 | 4.85          |
| The school heads review and improve their notes regularly to make them as easy to understand the needs of the teachers in terms of professional growth      | 4.85          |
| The school head constantly ask teachers what are the problems of their classroom                                                                            | 4.78          |
| The school heads monitors the school facilities                                                                                                             | 4.76          |
| the school heads monitors if the teacher uses diverse teaching methods                                                                                      | Not reported  |

Note. All reported indicators were classified as "Very Much Evident."

Table 1 shows reported item means from 4.76 to 4.86. Enthusiasm and a positive classroom atmosphere were prominent. The final statement on diverse teaching methods has no reported mean, preventing a complete numerical comparison. The favorable available ratings describe supervisory attention to conditions, but do not independently establish learner participation or the quality of classroom relationships.

Table 2. Supervisory roles in Adopting the Mission and Vision of the DepEd

| Indicator                                                                                                                                                       | Weighted mean |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| The school head make sure that the school is a child-friendly, gender-sensitive, safe, and motivating environment                                               | 4.90          |
| The school head considers the faculty and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen | 4.77          |
| The school head adopts the 4 core values, "Maka-Diyos", "Maka-tao", "Makakalikasan", and "Makabansa" in school                                                  | 4.72          |
| The school head provides relevant instructional materials and equipment                                                                                         | 4.71          |
| The school head corroborated that the family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners | 4.69          |

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| Indicator                                                                                                 | Weighted mean |
|-----------------------------------------------------------------------------------------------------------|---------------|
| The school head make sure that quality of instruction is sustain and professional development of teachers | 4.64          |
| the school head ensure that a learner-centered curriculum is implemented                                  | 4.58          |

Note. All reported indicators were classified as “Very Much Evident.”

Table 2 shows reported item means from 4.58 to 4.90. A safe, child-friendly environment was prominent, while ensuring a learner-centered curriculum was relatively lower. The profile suggests that institutional values and their instructional expression should be distinguished. The table does not establish compliance through independent evidence or show how stakeholders experienced the stated commitments.

Table 3. Supervisory roles in Implementing the Curriculum

| Indicator                                                                                                                                                                                                                                     | Weighted mean |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| The school head teacher ensure that the educational objectives of the school and the means of achieving them are clearly spelt out by the professional staff                                                                                  | 4.79          |
| The School head make teaching possible by stimulating desired changes in the professional behavior of the teachers                                                                                                                            | 4.85          |
| The school head helps the teacher in becoming that he competent and keep abreast to recent developments in curriculum in general and instruction supervision                                                                                  | 4.72          |
| The school head ensure effective time management through monitoring                                                                                                                                                                           | 4.71          |
| The school head ensure effective teaching is observed in the school through regular supervision of classroom instruction                                                                                                                      | 4.71          |
| The school head check the teaching standards by reference to scheme of work, lesson notes, and records of works, student’s exercise books, and participate in classroom observation                                                           | 4.66          |
| The school head are selecting, producing, and supervising locally available instructional materials/resources which will be beneficial to the teacher in curriculum delivery and improve instruction through effective instruction leadership | 4.66          |
| The school head orient the teachers about the child protection and safety legal provisions that is imperative to curriculum implementation                                                                                                    | 4.57          |
| The school head schedule, assign work, coordinate, and oversee performance and make sure that work is done in time                                                                                                                            | 4.55          |

Note. All reported indicators were classified as “Very Much Evident.”

Table 3 shows reported item means from 4.55 to 4.85. Supporting changes in professional behavior received a high rating, while scheduling and coordination occupied the lower end. The reported order is not strictly descending and has been retained. The findings suggest attention to instructional support, but do not demonstrate that supervision produced changes in teaching quality.

Table 4. Supervisory roles in Utilizing Appropriate Strategies

| Indicator                                                                                                                                  | Weighted mean |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| The school head conducts classroom observation every day                                                                                   | 4.95          |
| The school head conducts informal classroom observations on a regular basis during the teaching and learning process                       | 4.92          |
| The school head consult the teachers about their needs in terms of teaching and learning                                                   | 4.85          |
| The school head call for one-on-one consultation after the classroom observation to classroom teachers                                     | 4.70          |
| The school head monitor the teacher's lesson plan and wrote all the details which part of the lesson plan needed to revise for improvement | 4.70          |
| The school head encourage teachers to use innovative strategies in teaching                                                                | 4.60          |
| The school head make plans about the trainings that is needed by the teacher to improve their teaching skills                              | 4.64          |

Note. All reported indicators were classified as “Very Much Evident.”

Table 4 shows reported item means from 4.60 to 4.95. Daily and informal observation were prominent, while innovation support was relatively lower. Frequency of observation and quality of developmental feedback are distinct. The table does not establish whether observed teachers received useful follow-up or whether recommended changes could be implemented with available resources.

Table 5. Supervisory roles in Using Suitable Materials

| Indicator                                                                                                                                        | Weighted mean | Classification    |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------|
| The school head includes teachers in materials previews or piloting                                                                              | 4.66          | Very Much Evident |
| The school head find ways to support teachers in integrating content of the lesson                                                               | 4.58          | Very Much Evident |
| The school head make sure that all their students have secure, reliable technological devices and network access                                 | 4.56          | Very Much Evident |
| The school head encourage teachers to use easily editable materials in teaching                                                                  | 4.54          | Very Much Evident |
| The school head consider engagement, appropriateness of challenge, and usability when helping to select materials                                | 4.52          | Very Much Evident |
| The school head develop guidelines to help teachers find or modify high-quality supplemental materials while ensuring academic rigor             | 4.48          | Much Evident      |
| The school head invites teaching coaches can provide guidance on differentiation of teaching strategies                                          | 4.57          | Much Evident      |
| the schools make sure that the library has the list of supplemental materials that are connected to students' interests and cultural backgrounds | 4.45          | Much Evident      |

Note. Verbal classifications are retained as reported.

Table 5 shows reported item means from 4.45 to 4.66. Teacher involvement in material previews was prominent. The profile includes mixed classifications, including a 4.57 coaching item labeled Much Evident despite lower values labeled Very Much Evident. That inconsistency limits category-based comparison. The item values and classifications remain visible pending author clarification.

Table 6. Supervisory roles in Crafting School Improvement Plan

| Indicator                                                                                                                                                                               | Weighted mean |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Map out strategies for every employee, making sure each person understands his or her role in fulfilling the plan                                                                       | 4.88          |
| Implement multiple new initiatives in an attempt to address a broad range of problems                                                                                                   | 4.73          |
| Develop a process that involves all stakeholders—teachers, administrators, students, parents, and community leaders—in establishing a vision, setting goals, and outlining action steps | 4.68          |
| Communicate with teachers, parents, and administrators to get the resources to start implementing the plan                                                                              | 4.67          |
| Identify ways to address gaps and problems                                                                                                                                              | 4.66          |
| Conduct a needs assessment to identify gaps and problems in school                                                                                                                      | 4.62          |
| Find ways to measure the success of the SIP and adjust it as needed                                                                                                                     | 4.61          |
| outline the needs to achieve school goals                                                                                                                                               | 4.60          |
| allocates a budget for the staff and technology needed for such a program, finding the teachers who will work after school, and selecting computer programs to support ESL learning     | 4.50          |

Note. All reported indicators were classified as “Very Much Evident.”

Table 6 shows reported item means from 4.50 to 4.88. Clarifying employee roles was prominent, while resource allocation occupied the lower end. The pattern suggests that planning responsibilities and financing implementation may receive different emphasis. The ratings do not demonstrate that the improvement plan was completed, funded or evaluated against measurable outcomes.

Table 7. Rank-order agreement for supervisory roles

| Domain                                       | Kendall's W | Chi-square | Reported probability |
|----------------------------------------------|-------------|------------|----------------------|
| Creating a conducive environment             | 0.41        | 7.38       | p>0.05               |
| Adopting the Mission and Vision of the DepEd | 0.60        | 12.6       | p>0.05               |
| Implementing the Curriculum                  | 0.24        | 5.76       | p>0.05               |
| Utilizing Appropriate Strategies             | 0.50        | 9          | p>0.05               |

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| Domain                           | Kendall's W | Chi-square | Reported probability |
|----------------------------------|-------------|------------|----------------------|
| Using Suitable Materials         | 0.17        | 3.57       | p>0.05               |
| Crafting School Improvement Plan | 0.30        | 7.20       | p>0.05               |

Note. Significance level = 0.05. Numerical strings and probability notation are retained as reported; no p-values were recalculated.

Table 7 addresses the research question on rank-order agreement. All six supervisory domains were reported as p>0.05. Thus, the analysis did not establish significant agreement in the reported rank orders, even though the descriptive ratings were generally favorable. The findings do not imply that supervision was absent. They limit a claim of shared priorities across school types, whose definitions and group sizes are not reported.

Table 8. Initiatives conducted

| Indicator                                                                                                                             | Weighted mean |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------|
| The school head are observing teachers the way they are teaching                                                                      | 5.00          |
| The school head help out teachers who do are not familiar with the different computer applications that can use in teaching           | 4.85          |
| The school head administered feedbacking to teacher of what specific aspects they need to enhance in terms of their teaching          | 4.74          |
| The school head assist teachers who are not familiar with the ICT devices and tools needed in teaching                                | 4.73          |
| The school head give assistance to teachers who do not know how to use Microsoft office                                               | 4.71          |
| The school head conducted training to teachers who lack computer skills                                                               | 4.68          |
| The school head discuss the observation tool with teachers to set clear expectations of effective teaching                            | 4.66          |
| The school head mentor teachers about teaching strategies and practices that he/she can adopt to improve his/her teaching. Competence | 4.65          |
| The school head give constructive feedback to improve teachers' instruction                                                           | 4.62          |
| the school head help teachers on how to use ICT in teaching                                                                           | 4.55          |

Note. All reported indicators were classified as "Very Much Evident."

Table 8 shows reported item means from 4.55 to 5.00. Observation was the highest-rated initiative, with technical assistance and feedback also favorably assessed. The relatively lower ICT-support item suggests that supervisory activity and technical capability should be considered separately. The study does not document how assistance was delivered or whether teachers could apply it independently.

Table 9. Challenges faced

| Indicator                                                               | Weighted mean |
|-------------------------------------------------------------------------|---------------|
| Lack of hardware/software training                                      | 5.00          |
| Old or outdated hardware of the computers in school                     | 5.00          |
| Old or outdated software of the computers in school                     | 5.00          |
| Overlapping activities                                                  | 5.00          |
| Lack of extra workdays                                                  | 5.00          |
| The knowledge of school heads on digital teaching                       | 4.92          |
| The skills of the school heads on the new applications used in teaching | 4.89          |
| Directed to perform other duties                                        | 4.87          |
| Lack of school timely technical support                                 | 4.86          |
| Lack of staff development                                               | 4.75          |

Note. All reported indicators were classified as "Very Much Challenging."

Table 9 shows reported item means from 4.75 to 5.00. Training, outdated equipment and workload-related constraints shared the highest reported values. These concerns span both capability and working conditions. They indicate perceived difficulty rather than a quantified resource deficit, and they cannot be assumed to be resolved through observation or professional development alone.

Table 10. Rank-order agreement for initiatives and challenges

| Domain           | Kendall's W | Chi-square | Reported probability |
|------------------|-------------|------------|----------------------|
| Initiatives      | 0.47        | 12.69      | $p > 0.05$           |
| Challenges faced | 0.70        | 18.90      | $p < 0.05$           |

Note. Significance level = 0.05. Numerical strings and probability notation are retained as reported; no p-values were recalculated.

Table 10 addresses the research question on rank-order agreement. Initiatives were reported as nonsignificant, while challenges showed significant agreement. The contrast suggests that respondents' ordering of difficulties was more consistently supported than their ordering of supervisory responses under the reported tests. It does not establish equal challenge severity or prove that any initiative resolved a difficulty. The internally spaced initiatives chi-square value is preserved for clarification.

#### 4. Discussion

The study presents a combination of favorable supervisory ratings and substantial reported challenges. Frequent observation, consultation, and technical assistance may coexist with outdated equipment, limited training, and overlapping responsibilities. The findings therefore describe supervisory effort under difficult conditions rather than demonstrating that supervision has eliminated instructional barriers. No administrative or observational evidence is reported to determine how those conditions vary across schools. The prominence of feedback and assistance connects the findings with the developmental features of professional learning described by Darling-Hammond et al. (2017). The practical issue is whether observation leads to specific guidance, supported practice, and review of change. A high observation rating alone does not establish that feedback is actionable or that teachers have the resources to use it. These links would need examination through supervisory records and teacher or classroom evidence.

The agreement findings require a distinction between high ratings and shared priorities. The six supervisory domains were favorably rated but did not show significant rank-order agreement. This limits claims that different school types share an identical ordering of practices. Challenges, in contrast, showed significant agreement. That pattern can inform discussion of common support needs, but it does not establish that every school experiences the same magnitude of difficulty.

The policy recommendations emphasize technical training, material selection, stakeholder support, and school improvement planning. Learning Action Cell sessions provide a potential setting for shared examination of instructional needs (Department of Education, 2016). However, professional learning cannot be assumed to substitute for functioning equipment or protected time. Future planning should connect supervisory guidance with the resources required for teachers to act on it, while evaluating whether the resulting changes improve classroom conditions.

#### 5. Implications for practice and further research

The study supports using the indicator-level pattern as a starting point for local review. Decisions should connect a stated need with a feasible response and a criterion for judging progress. Relative positions within a favorable profile are not equivalent to measured deficits, and a significant ranking result is not evidence that a proposed policy will work. Recommendations should be implemented with attention to context and evaluated rather than assumed effective.

Further research should use clearly defined outcomes and document how they are measured. Direct performance tasks, observations, or independently recorded school indicators could complement questionnaire ratings. A longitudinal or comparative evaluation could examine change over time, provided the design addresses baseline differences and alternative explanations. These are proposed directions for future work, not procedures undertaken in the study.

#### 6. Conclusion

The study characterized supervisory roles and initiatives as generally Very Much Evident and challenges as Very Much Challenging. Significant ranking agreement was reported for challenges, but not for supervisory domains or initiatives. Suitable-material ratings included a mixture of classifications. The findings support recommendations for developmental supervision, technical assistance, and resource coordination. The conflicting study-year statements and incomplete item reporting require clarification, and causal improvement in teaching and learning conditions was not demonstrated.

#### References

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