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Influence of Academic Supervisory Practices on Pupils' Academic Achievement

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Abstract

Aim: This study aimed to determine the extent of academic supervision of the school heads and pupils' performance and the correlation between the variables.

Methodology: A descriptive correlation research was conducted in the General MacArthur District to assess the academic supervision of school heads and its influence on pupils' academic achievement. A survey questionnaire was administered to school heads, teachers, and pupils, and data were analyzed using descriptive and inferential statistics.

Results: Results showed that the level of the academic supervision of the school heads toward teachers yielded a total computed mean score of 4.47, rated as highly practiced. Notably, the study also revealed that the majority, or 33.15%, which is more than 1/3 of the pupil-respondents, obtained outstanding academic achievement during the administration of the examination provided by the researcher. Furthermore, as to the result of the correlation made to determine the level of correlation between and among school heads' academic supervision and learners' academic achievement, it was revealed that it obtained a negligible level of correlation and was indicated to be not significantly correlated. These were proven through the correlation index of 0.086 and p-value of 0.781, respectively. These findings support the study's null hypothesis, establishing a new finding.

Conclusion: The majority of the school heads believe that they highly practice academic supervision for their teachers, which, according to DepEd Order No. 24, s. 2022 is one of the main functions of the school heads: to ensure that they provide appropriate supervisory strategies to monitor the delivery of teaching and learning processes. Additionally, an outstanding level of academic achievement was noted during the examination provided by the researcher, in line with the purpose of the study. Nevertheless, the study revealed that there is no significant relationship that exists between and among school heads' academic supervision and pupils' academic achievement. This means that school heads' heightened level of practice in the provision of academic supervision may not significantly or directly influence the performance of the pupils. However, these findings are limited to the perspective of the school heads alone; hence, further studies incorporating the views of other education stakeholders are recommended.

Keywords: Academic Supervision, Teachers' Performance, Academic Achievement

INTRODUCTION

The recently published report of the OECD (2023) indicates that the Philippines performed low in Science, Math, and Reading for the 2022 PISA. These recurring low performances may be associated with many factors, including the academic supervision of the school heads (Wanzare, 2012). Regarding performance, Hakim et al. (2021) posited that it is the ability to express that is based on knowledge, attitudes, skills, and motivation to produce something. Because they have the most direct interaction with students during the learning process in schools and other educational institutions, teachers play a major role in determining the quality of educational outcomes (Carvajal, et al., 2025). Teacher performance is the accomplishment or performance that teachers carry out in the course of their duties as educators. Many factors influence teachers' performance; therefore this is not just controlled



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by one. Performance is essentially the ultimate result of individuals combining specific resources and the environment to appreciate particular things, like the tangible outcome from a less tangible service. Performance is rated as satisfactory, exceptional, or excellent to the extent that interactions yield the intended outcomes and quality at unreasonably high-cost levels. If the outcomes are disappointing for any reason, the performance will be deemed challenging or poor.

Moreover, if human resources, in this case, the teachers in a school, are not well managed, then the student outcome will also be low (Ardiana, 2017). A teacher, who is considered qualified upon appointment, still need supervision from various parties (Amanda et al., 2017). That is, the teacher is the spearhead of learning because the teacher can indirectly influence, foster, and improve the ability of students (Marianita & Yuneti, 2019).

Gaol and Sibuarian (2018) cited in Yulianti, et al.(2021) noted that improving teacher performance is very necessary during the learning process. When principals take on a leadership role that truly supports teachers, a boost in teacher performance is observed. It is all about creating an environment where teachers feel responsible and disciplined in their work. If a principal fails to genuinely back their teachers in enhancing their skills, it is likely that those teachers will not be able to perform at their best when it comes to educating, nurturing, and helping students reach their full potentials. That is why having strong leadership in schools is essential for improving and developing the quality of teaching (Yulianti, et al., 2021).

Academic supervision, when undertaken by the principal, focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development (Sergiovanni & Starratt, cited in Chen, 2018). Supervision of instruction increases the professional expertise of educators and encourages the efficacy of the instructional techniques they put into practice. Being the primary participants in the curricular implementation, educators should be engaged in the instructional strategy planning program of supervision. If educators consider supervision to be something that was done for them and to them, but without them, its capacity to enhance educational institutions cannot be completely agreed upon (Chen, 2018 cited in Basilio & Bueno, 2021).

However, as the educational landscape changes, these educational management mechanisms change as well. These changes, which often come radically implemented, may bring ambiguity among school heads. Are school leaders still delivering the academic supervision expected of them based on DepEd Order No. 24, s. 2020 or the Philippine Professional Standards for School Heads (PPSSH) specifically on domain 4, which tackles the commitment of the school heads to academic supervision?

As cited in the above literature and studies, it is evident that supervision enables teachers to develop professionalism and improve teaching performance, thus directly and indirectly affecting pupils' academic achievement. However, some proved otherwise, hence, it is in the premise of this study that further research must be done to reconcile these conflicting findings and understand the conditions under which supervision might be more or less. Moreover, it is in the premise of this study that the researcher is motivated to gather empirical evidence that would bridge the problem and discover whether or not academic supervision of school leaders directly or indirectly affects teachers' and students' performance.

Statement of the Problem

This study aimed to determine the extent of academic supervision of the school heads and students' performance and the correlation between the variables.

Thus, this study specifically aimed to provide answers to the following questions:

1. What are the school heads' practices in the academic supervision of teachers?

2. What is the level of pupils' academic achievement?

3. Is there a significant relationship between school heads' supervisory practices and the level of pupils' academic achievement?

Hypothesis

Given the stated research problem, the following hypotheses were tested at a 0.05 level of significance:

Hypothesis 1: There is a significant difference between school heads' supervisory practices and pupils' academic achievement

Hypothesis 2: There is no significant difference between school heads' supervisory practices and pupils' academic achievement



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METHODS

Research Design

The study employed a descriptive correlational survey design. This design determines if two or more variables are associated with each other. The design is descriptive since it is used to describe the present behavior or characteristics of a particular population, specifically the school heads' supervisory practices and the level of pupils' academic achievement (Magalona & Manzano, 2024). Since the present study intended to describe the extent of each variable – the school heads' academic supervisory practices toward teachers and pupils' academic achievement – a descriptive research design was used. Additionally, a descriptive correlation research design determined the level of relationship between these variables.

Population and Sampling

The respondents in this study were thirteen (13) school heads, sixteen (16) teachers, and one hundred eighty-four (184) grade 2 pupils from all the elementary schools of General MacArthur District, Schools Division of Eastern Samar. All school heads and teachers were included through complete enumeration, while a sample of grade 2 pupils was drawn using simple random sampling. The lottery method was employed, whereby each pupil's family name and first name were written on a piece of paper and placed in the box for selection. The researcher personally contacted each school head to determine the total number of teachers and pupils in the grade 2 class. After gathering the number of pupils officially enrolled in the current school year, the researchers used Slovin's formula to determine the sample size for pupil respondents.

Instrument

The study utilized a survey questionnaire that served as a medium for gathering the necessary data to describe the extent of the variables such as the extent of academic supervision toward teachers, as well as in determining the level of relationship between the variables in the elementary schools of General MacArthur District. The survey questionnaire consisted of two parts and was adapted from Jared (2011). Part I collected information relative to school heads' academic supervision of the teachers. Furthermore, the second part is composed of two indicators and comprised 15 statements, which aimed to describe the extent of academic supervision of the school heads for the teachers. The questionnaire used a five-point Likert-type scale, where 5 stands for "strongly agree" and 1 for "strongly disagree". Subsequently, to assess the academic achievement of the learners, an examination was conducted by the researchers, which served as the basis for determining the influence of school heads' supervisory practices of teachers on the academic performance of the learners for the school year 2024-2025.

Data Collection

After attaining approval from the research committee to conduct the study, the researchers began data collection by distributing the questionnaires to the target respondents. As part of this process, the researchers secured permission from the Schools Division Superintendent in Borongan, Eastern Samar. The same request was sought from the district and school heads where the researcher is under supervision for proper protocol, courtesy, and appropriate support. Upon the approval of the concerned officials of the identified schools, the researchers distributed the questionnaires and retrieved them immediately in preparation for data analysis. In addition, the researchers followed specific district guidelines in the administration of research activities to protect the individual rights of the respondents and to avoid interference with the ongoing instructional program of the schools. Lastly, the researchers collected the schools' Mean Percentage Scores (MPS) from the examinations administered to the learners. These data were then used for analysis.

Treatment of Data

All the data generated from the survey were tallied, tabulated, coded, and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, namely frequencies, percentages, and mean scores, were calculated, and inferential statistics including correlation and comparative analyses, were performed. The Pearson Product-Moment Correlation was used to determine the level of relationship between the academic supervision of the school heads toward their teachers and pupils' academic achievement.



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Ethical Considerations

The administration of the survey questionnaires to the respondents was made through the use of informed consent and the willingness of the participants to voluntarily engage in the conduct of this study (Manzano, 2023). "To ensure the safety and rights of the participants, informed consent, voluntary participation, rights of participants, anonymity, and confidentiality were considered" (Chigona et al., 2010 cited in Manzano, 2023, p. 150).

RESULTS and DISCUSSION

The data analysis was conducted using quantitative methods, e.g., descriptive statistics such as means, percentages, and frequency counts, as well as inferential statistics such as Pearson *r*. The results of the data analysis were presented clearly and concisely using tables, and supported by findings of other studies.

Academic Supervision for Teachers

The following tables show the results of the data analysis about the extent of academic supervision practices of the school heads toward their teachers.

As reflected in Table 1, which is a tabulated data analysis on the extent of academic supervision of the school heads toward their teachers, it is evident that the majority of the school heads highly practice academic supervision toward their teachers. This was manifested through the total computed mean score of 4.57, described as highly practiced. Hence, this shows that teachers in the General MacArthur District are provided with regular supervision practices, which help teachers gain opportunities and receive direct feedback on how to better improve the dispense of their professional responsibilities. This finding of the new study aligns with the claim of Sunaryo (2020), which states that the essence of academic supervision is to help teachers develop their professional abilities.

The result likewise shows that the item: "After the supervision process, I always make and keep supervision reports for future reference and I always provide my teachers with support through technical assistance provision to improve classroom instruction," garnered the highest mean of 4.85, rated as highly practiced. This goes to show further that school heads are actively doing their jobs in ensuring that teachers will be given enough support through constructive feedback and professional development activities, which will allow them to further develop their teaching competencies.



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Table 1

Extent of Academic Supervision for Teachers of the School Heads in MacArthur District for the School Year 2024-2025.

No.	Items	Mean	Description	Interpretation
1	Oftentimes, I talk to my teachers about supervision of school and classroom instruction.	3.92	Agree	Practiced
2	I regularly check on a weekly basis the teacher's scheme of work, lesson plan, lesson notes, student's notes and record of marks (grades).	4.46	Strongly Agree	Highly Practiced
3	I always keep appraisal forms that have been filled in.	4.54	Strongly Agree	Highly Practiced
4	I informally visit my teachers in their respective classes during classroom instruction.	4.69	Strongly Agree	Highly Practiced
5	I supervise my teachers regularly inside the classroom during instruction.	4.62	Strongly Agree	Highly Practiced
6	I always keep my teachers aware of the supervision of teachers in my school	4.54	Strongly Agree	Highly Practiced
7	I supervise my teachers during outside-the-classroom instruction, for example during science practices or extra-curricular activities like sports, debates, and many others.	4.62	Strongly Agree	Highly Practiced
8	During supervision, I always find the teacher ready with the scheme of work, lesson plan, record of work, and record of students' marks (grades).	4.54	Strongly Agree	Highly Practiced
9	After supervision, I always meet with the supervised teacher to give him/her feedback on what I observed during the lesson.	4.69	Strongly Agree	Highly Practiced
10	After the supervision process, I always make and keep supervision reports for future reference.	4.85	Strongly Agree	Highly Practiced
11	Teachers prepare schemes of work, lesson plans, lesson notes, records of work, and records of students' marks (grades) regularly after being supervised.	4.69	Strongly Agree	Highly Practiced
12	Regular supervision reduces teacher's absenteeism in school.	4.38	Strongly Agree	Highly Practiced
13	After being regularly supervised, teachers improve their classroom instruction and management.	4.62	Strongly Agree	Highly Practiced
14	Teachers change their conduct and teaching behavior for the better as a result of being regularly supervised.	4.62	Strongly Agree	Highly Practiced
15	I always provide my teachers with support through technical assistance provision to improve classroom instruction.	4.85	Strongly Agree	Highly Practiced
Total Mean		4.57	Strongly Agree	Highly Practiced

In contrast, the item "Oftentimes, I talk to my teachers about supervision of school and classroom instruction" received the lowest mean, indicating the need to better communicate the purpose of academic supervision and its advantages in improving all areas of teaching delivery. Therefore, the result of the survey in terms of school heads' academic supervision of the teachers generally indicates a high level of practice. However, the



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need to inform teachers of the importance of academic supervision is seen as necessary so that teachers and school heads will be properly guided as to their expectations and in tracking progress relative to quality teaching.

Pupils' Academic Achievement

Table 2

Level of Pupils' Academic Achievement in MacArthur District for the School Year 2024-2025.

Level of Pupils' Academic Achievement	Frequency	Percentage
Outstanding	61	33.15%
Very Satisfactory	53	28.80%
Satisfactory	56	30.43%
Fairly Satisfactory	13	7.07%
Did Not Meet Expectations	1	0.54%
Total	184	100%

From the data reflected in the table, it can be concluded that the majority of the learners performed well in the examination given to them during the conduct of this study, in which 61 or 33.15 percent of them acquired an outstanding rating, accounting for the highest frequency and percentage across the different levels. Meanwhile, there were 56, or 30.43 percent of the total number of learner-respondents, had a rating of satisfactory; 53, or 28.80 percent, received a very satisfactory rating; 13, or 7.07 percent, got a rating of fairly satisfactory; and 1, or 0.53 percent, scored a rating that is below the passing score, tagging him as not meeting expectations. This new finding shows that grade 2 pupils in the elementary schools of General MacArthur District demonstrate above-average academic achievement. Furthermore, this means that they perform well in the examinations given to them across all the learning areas, which increases their understanding of the different subjects, thereby, impacting their academic performance in terms of their grades. These results suggest that the learners' academic achievement increases due to the high level of practice of the academic supervision of the school heads.

Relationship between School Heads' Academic Supervision and Pupils' Academic Achievement in General MacArthur District for the School Year 2024-2025

The data contained in Table 3 shows the result of the data analysis in line with the level of correlation between school heads' academic supervision and pupils' academic achievement using the Pearson r.

Table 3

Relationship between School Heads' Academic Supervision and Pupils' Academic Achievement in General MacArthur District for the School Year 2024-2025

Independent Variable			Dependent Variable	Index of Correlation	Description	p-value	Description
School Supervision	Heads' Academic	Pupils' Academic Achievement		0.086**	Negligible Correlation	0.781	Not Significant

From the results shown in the table, it can be gleaned that school heads' supervision is more likely not a significant factor in the academic achievement of the grade 2 pupils in the General MacArthur District. This result was proven through the index of correlation of 0.086, rated as negligible correlation, and p-value of 0.781, described as not significant. This finding further shows that school heads' supervision of the learners has no direct influence on the overall success of the learners since the p-value of the analysis exceeds the alpha, which is 0.05. Moreover,



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based on the findings, it can be concluded that no matter how high the practice of academic supervision by school heads toward learners, it does not necessarily impact their academic achievement. Similarly, a high level of implementation of instructional supervision techniques will not directly lead to better academic performance, as indicated by the result of the analysis. However, the result of the present study conforms with the findings of Bariham, Evadzi, and Gunu (2025), whose study concluded that it would take more than moderate supervision to influence students' academic performance and recommended that the Ghana Education Service and the National Schools Inspectorate Authority (NASIA) strengthen their monitoring of school administrators and regional education directorate. Similarly, Asih and Roesminingsih (2018) disclosed that there was a positive weak significant relationship between the supervision roles of heads and the academic performance of students based on the findings of their study. Therefore, it can be said that school heads' level of practice in the provision of academic supervision does not significantly influence the academic achievement of the learners.

Conclusions

Based on the summary of results, the following conclusions are drawn. In the General MacArthur District, the majority of the school heads believe that they highly practice academic supervision for their teachers, which according to DepEd Order No. 24, s. 2022, is one of the main functions of the school heads: to ensure that they provide appropriate supervisory strategies to monitor the delivery of teaching and learning processes. Additionally, an outstanding level of academic achievement was noted during the examination provided by the researcher in line with the purpose of the study. Nevertheless, the study determined that there is no significant relationship that exists between school heads' academic supervision and pupils' academic achievement. This means that school heads' heightened level of practice in the provision of academic supervision may not significantly or directly influence the performance of the pupils. However, the said findings were limited from the perspective of the school heads alone. Hence, future research should consider the perspective of other education stakeholders.

Recommendations

It is therefore recommended that school heads implement a comprehensive supervision framework, forging a holistic approach focusing on the following aspects: (1) regular classroom observation, (2) individualized professional development plans, (3) consistent communication, and (4) regular assessment and feedback. Lastly, a study with a similar purpose must be conducted taking into consideration the perception of other education stakeholders to validate the result of the study.

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