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SEC Reg. No. 2024020137294-00
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Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Differentiated Supervision and Performance of Teachers and Learners in Mega Elementary School in Region XII

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Received: 11 April 2025

Revised: 14 May 2025

Accepted: 17 May 2025

Available Online: 19 May 2025

Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/etcor325>

Abstract

Aim: This study aimed to determine the differentiated supervision practices of school principals and the performance of teachers and learners in mega elementary schools in Region XII. Specifically, it sought to determine the extent of differentiated supervision practices in terms of clinical supervision, collaborative professional development, self-directed development, and administrative monitoring, and the level of performance of teachers and learners. It also determined the relationship between differentiated supervision and the performance of teachers and learners.

Methodology: This study employed a quantitative-correlational design, utilizing a researcher-made questionnaire validated by six experts, and secondary data collected from the 13 principals and 285 teacher-respondents. Statistical tools such as mean and standard deviation, and Pearson's *r* were employed.

Results: The findings revealed that the extent of differentiated supervision practices of school principals was highly evident across all dimensions. Meanwhile, teachers demonstrated Integrating or Outstanding instructional performance. However, they still need to improve in developing higher-order thinking and culturally responsive teaching strategies. Learners, on the other hand, demonstrated a Very Satisfactory level of academic performance across English, Mathematics, and Science. Findings revealed that differentiated supervision has no statistically significant correlation with teaching performance and learners' achievement.

Conclusion: The findings affirmed that differentiated supervision was widely practiced among principals in Region XII, reflecting a shift away from one-size-fits-all supervision. However, the lack of a significant correlation between differentiated supervision practices and the performance of teachers and learners suggests that quality, consistency, and implementation context play a crucial role in determining effectiveness. hence, a closer examination of how supervision is executed, monitored, and sustained should be done.

Keywords: Differentiated supervision, clinical supervision, collaborative professional development, self-directed development, administrative monitoring, teachers' performance, learners' achievement, mega elementary schools

INTRODUCTION

In many school settings, principals play a pivotal role in shaping the development and direction of the school's educational frameworks. Through positive leadership and supervisory practices, they create a supportive learning environment, promote the professional growth of teachers, improve learning outcomes, and enhance the school's overall effectiveness (Amihan, et al., 2023; Carvajal, et al., 2023; Carvajal, et al., 2024).

Schools face significant pressure to adapt and meet the evolving demands of 21st-century education (Ghamrawi et al., 2017; Muñoz & Sanchez, 2023). Ingersoll and Collins (2018) highlighted the parallel challenge for teachers, who are expected to grow and develop continuously. Such professional growth, however, is achievable only when teachers' needs are adequately addressed. Hence, differentiated supervision plays a vital role in this aspect.

Differentiated supervision is grounded in the understanding that teachers, like their students, possess diverse levels of expertise, experience, and professional growth needs. This model moves away from conventional, one-size-fits-all approaches to oversight, embracing adaptable and individualized methods that cater to each teacher's unique developmental journey (Glickman et al., 2018).



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In the context of Region XII, the need for differentiated supervision is particularly pressing due to the region's distinct socio-economic and cultural factors. Teachers often work in multilingual classrooms, confront socio-economic challenges, and implement inclusive teaching strategies—all of which demand personalized support and specialized professional development. Research by Darling-Hammond et al. (2017) and Salendab, et al. (2023) emphasized the value of context-sensitive supervision, showing that teachers who receive tailored support are more likely to embrace innovative practices that boost learners' engagement and achievement.

The region also faces the challenge of managing large student populations in mega elementary schools operating in diverse educational settings. These schools must address a wide range of learner needs and foster teacher development, making differentiated supervision a vital approach.

In addition, many schools continue to rely on traditional, one-size-fits-all approaches, overlooking the diverse needs of teachers based on their experience, competence, and subject expertise. Glickman et al. (2018) argued that individualized supervision leads to more effective professional growth than generic methods. Similarly, Ghamrawi and Shal (2019) found that many supervisory practices remain overly directive, with little emphasis on collaboration or teacher-driven initiatives. This is especially true in mega elementary schools, where high teacher-to-principal ratios often result in generalized feedback, rather than personalized guidance.

Furthermore, Basilio (2023) emphasized the need for targeted training programs to enhance the practices of principals and teachers in instructional supervision. The lack of focused professional development suggests a gap in preparing educators to implement differentiated supervision effectively. As teaching and learning dynamics evolve, there is an urgent need to assess how differentiated supervision can adapt to these changes.

Recent global assessments reinforce the urgency of addressing instructional quality in the Philippines. The 2022 Programme for International Student Assessment (PISA) results placed the country 77th out of 81 participating nations, highlighting persistent challenges in educational performance particularly in Reading, Mathematics, and Science literacy. This ranking underscored the need for systemic improvements in teaching and learning practices, including more effective supervisory approaches that support teacher development and instructional excellence (OECD, 2022).

Given these gaps, this study aimed to determine the differentiated supervisory practices of school principals and their relationship to the performance of teachers and learners in mega elementary schools in Region XII. By analyzing current supervisory approaches, identifying existing gaps, and evaluating their implications for educational progress, this research aspired to provide actionable insights that can inform policy reforms and appropriate interventions to improve teachers' performance and learning outcomes.

Objectives

The primary objective of this research is to determine the school principals' differentiated supervision practices and the performance of teachers and learners in mega elementary schools in Region XII.

The research sought to answer the following research questions:

1. What is the extent of the school principals' differentiated supervision practices as assessed by themselves and by the teachers based on the following supervisory options: Clinical Supervision, Collaborative Professional Development, Self-Directed Development, and Administrative Monitoring?
2. What is the level of teachers' teaching performance as reflected in the Classroom Observation Tool?
3. What is the level of the learners' achievement in terms of Grade Point Average (GPA) in English, Mathematics, and Science?
4. Is there a significant relationship between the extent of differentiated supervision and the level of teachers' performance?
5. Is there a significant relationship between the extent of differentiated supervision and the level of learners' achievement?

Hypothesis

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

H_0 : There is no significant relationship between the extent of differentiated supervision and the level of teachers' performance.

H_0 : There is no significant relationship between the extent of differentiated supervision and the level of learners' achievement.



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METHODS

Research Design

This study used descriptive and correlational research designs. It described the extent of differentiated supervision practices of school principals and the level of performance of teachers and learners. It also determined the significant relationship between the extent of differentiated supervision and the level of teaching performance and between the extent of differentiated supervision and the level of learners' achievement.

Population and Sampling

This study was conducted in 13 mega elementary schools in Region XII. The researcher considered justifications for choosing the participating schools to ensure that the number of schools was adequate and reliable. The respondents were the 13 school principals who were chosen purposively and the 285 teachers who were chosen using Raosoft formula. Proportionate allocation was applied to identify the number of teacher-respondents per school.

Instrument

The researcher utilized a researcher-made questionnaire intended for school principals and teachers. It was validated by six experts from the field of education. Validity and reliability tests were undertaken to ensure the appropriateness and consistency of the instrument. The Content Validity Index (CVI) was 0.88, described as Good Content Validity and the Chronbach's Alpha was 0.909, described as Excellent or Very High Reliability.

The questionnaire intended for school principals consisted of three (3) parts. Part I dealt with the demographic profile of the school principals in terms of sex, age, position, length of administrative experience, highest educational attainment, and attendance in training relevant to differentiated supervision. Part II dealt with the differentiated supervision practices of school principals based on the four supervisory options: Clinical Supervision, Collaborative Professional Development, Self-Directed Development, and Administrative Monitoring. It used a 5-point Likert Scale with the following verbal descriptions to describe the practices: 5- Highly Evident, 4- Evident, 3- Moderately Evident, 2- Slightly Evident, and 1- Not Evident. Lastly, Part III dealt with the School's Grade Point Average (GPA) in English, Mathematics, and Science as evidence of learners' achievement in SY 2023-2024.

The questionnaire intended for the teachers also consisted of three (3) parts: Part I dealt with the demographic profile of the teachers in terms of sex, age, length of teaching service, and highest educational attainment. Part II used the same indicators and scale used by the school principals; however, these indicators were assessed by the teachers to determine the extent of differentiated supervision practices of their principals. Lastly, Part III dealt with the teachers' performance based on the result of classroom observation as reflected in the Classroom Observation Tool (COT).

Data Collection

The researcher followed several steps to ensure the smooth conduct of the study. After validating the research instruments for their validity and reliability, the researcher secured approval to conduct the study from the Dean of the Graduate School. Upon approval, a letter request, seeking permission to conduct the study within Region XII was submitted to the office of the Regional Director, then to the Office of the Superintendents, and lastly to the Office of the School Principals. Upon approval, the researcher conducted an orientation to the respondents, then, distributed the research questionnaires to them. The researcher personally retrieved the accomplished questionnaires, and then, started the collection of quantitative data for analysis and interpretation.

Treatment of Data

The gathered data were subjected to quantitative analysis employing appropriate statistical techniques. Descriptive statistics, including mean and standard deviation, were utilized to determine the extent of differentiated supervision practices of school principals, the level of teachers' teaching performance based on the results of classroom observation as reflected in the COT, and the level of learners' achievement based on their Grade Point Average (GPA) in English, Mathematics, and Science.

To determine the relationship between differentiated supervision and teachers' performance, and between differentiated supervision and learners' achievement, Pearson's r was employed.



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Ethical Considerations

The researcher ensured that ethical guidelines were followed, including informed consent, confidentiality and privacy, voluntary participation and right to withdraw, accurate representation and reporting, and cultural sensitivity and respect for privacy.

As a sign of gratitude, the researcher also gave a simple token which is an ethical, practical, and culturally sensitive gesture that acknowledges time, effort, and contributions to research.

RESULTS and DISCUSSION

This section provides an overview of the school principals' differentiated supervision practices and the performance of teachers and learners for School Year 2023-2024.

The Extent of School Principals' Differentiated Supervision Practices

In this study, the differentiated supervision practices are focused only on clinical supervision, collaborative professional development, self-directed development, and administrative monitoring. There were ten practices included per dimension which were rated by the respondents using the 5-Point Likert Scale.

The summary of results is presented in Table 1.

Table 1. Summary of the Extent of School Principals' Differentiated Supervision Practices as Assessed by School Principals and Teachers

Dimensions	Principals' Assessment			Teachers' Assessment		
	N	MEAN	SD	N	MEAN	SD
Clinical Supervision	13	4.65	0.48	285	4.43	0.65
Collaborative Professional Development	13	4.67	0.51	285	4.45	0.61
Self-Directed Development	13	4.50	0.52	285	4.41	0.62
Administrative Monitoring	13	4.66	0.44	285	4.41	0.61
MEAN	13	4.62	0.49	285	4.43	0.62

As shown in Table 1, the school principals' assessment of the extent of their practices in each dimension was highly evident, with mean ratings ranging from 4.50 to 4.67, and standard deviations between 0.44 and 0.52. Likewise, the teachers' assessment was also highly evident, with mean ratings ranging from 4.41 to 4.45, and standard deviations between 0.61 to 0.65. The data indicate consistent application of differentiated supervision practices.

Specifically, Collaborative Professional Development received the highest mean rating as assessed by principals ($M=4.67$, $SD=0.51$) and teachers ($M=4.45$, $SD=0.61$), underscoring principals' strong commitment to fostering collaborative learning environments.

School principals also assigned Administrative Monitoring ($M=4.66$, $SD=0.44$) and Clinical Supervision ($M=4.65$, $SD=0.48$) a high mean rating, indicating that they maintain oversight of essential administrative functions to ensure accountability and adherence to school policies and their dedication to providing individualized support to teachers to address specific instructional needs and promote professional growth.

Similarly, teachers assigned Clinical Supervision a high mean rating ($M=4.43$, $SD=0.65$), however, they gave administrative monitoring and self-directed development the lowest mean rating of 4.41. It can be noted that both school principals and teachers assigned self-directed development the lowest rating ($M=4.5$, $SD=0.52$ for school principals and $M=4.41$, $SD=0.62$ for teachers), indicating that teachers may require more structured guidance, resources, or encouragement to engage in self-directed professional growth.

In summary, the highly evident result of school principals' and teachers' assessment of the extent of differentiated supervision practices suggests that they recognized the value of these practices in enhancing teaching effectiveness. However, the slightly higher ratings from school principals can indicate areas where implementation did not fully meet the teachers' expectations or experiences. However, continued emphasis on these dimensions,



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supported by ongoing professional development, can further enhance instructional quality and educational excellence.

Level of Teachers' Performance

The Classroom Observation Tool (COT) is a widely used measure of teachers' performance which provides a structured assessment of teachers' pedagogical skills, classroom management, and instructional delivery. The COT results reflect the teachers' performance in the delivery of instruction, hence, indicating their strengths and areas for growth and improvement.

Table 2 presents the level of teachers' performance based on the results of classroom observations as reflected in the COT, School Year 2023-2024.

Table 2. Level of Teachers' Performance as Reflected in the Classroom Observation Tool (COT)

INDICATORS	N	MEAN	SD	QUALITATIVE DESCRIPTION
1. Applied knowledge of content within and across curriculum teaching areas.	285	6.70	0.43	Integrating
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	285	6.71	0.43	Integrating
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	285	6.64	0.45	Integrating
4. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	285	6.73	0.48	Integrating
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	285	6.68	0.46	Integrating
6. Maintained learning environments that promote fairness, respect, and care to encourage learning.	285	6.74	0.43	Integrating
7. Established a learner-centered culture by using strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.	285	6.66	0.46	Integrating
8. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	285	6.65	0.48	Integrating
9. Used strategies for providing timely, accurate, and constructive feedback to improve learner performance.	285	6.76	0.43	Integrating
Over-all COT Rating	285	6.70	0.37	Integrating
RPMS Rating Scale	285	4.71	0.36	Outstanding

As shown in Table 2, the level of teachers' performance based on the COT was at a high level across various instructional competencies. The overall COT mean rating of 6.70 (SD = 0.37), described as Integrating, suggests that teachers used well-connected pedagogical aspects of the indicators to create an environment that addresses individual and group learning goals. The equivalent RPMS Rating Scale mean of 4.71 (SD = 0.36), described as Outstanding, indicates that most teachers demonstrated Level 7 (Integrating) during the classroom observation as shown in the COT rating sheet.



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Among the indicators, providing timely, accurate, and constructive feedback to improve learner performance received the highest mean score ($M = 6.76$, $SD = 0.43$), suggesting that teachers were prompt and highly effective in assessing learners' progress which served as the basis in providing proper intervention.

Similarly, teachers were committed to creating a positive and inclusive classroom atmosphere as reflected in their high score in maintaining learning environments that promote fairness, respect, and care ($M = 6.74$, $SD = 0.43$). They also demonstrated strong proficiency in using language for instruction ($M = 6.73$, $SD = 0.48$), ensuring that learners can effectively comprehend lessons delivered in Mother Tongue, Filipino, and English.

Moreover, the high mean score in the use of a range of teaching strategies that enhance literacy and numeracy ($M = 6.71$, $SD = 0.43$) suggests that teachers utilized varied approaches and strategies to support the development of foundational skills.

Despite the high level of performance (integrating level) in all indicators, lower mean ratings were identified in applying higher-order thinking strategies ($M = 6.64$, $SD = 0.45$) and using culturally appropriate teaching strategies for Indigenous learners ($M = 6.65$, $SD = 0.48$). This suggests that teachers still need to improve their strategies in fostering critical thinking skills and adapting instruction for diverse learner needs, particularly for Indigenous and marginalized groups.

Level of Learners' Achievement

The Grade Point Average (GPA) is one of the most widely used indicators of learner achievement which provides a quantitative summary of learners' academic standing across subjects. The level of learners' performance, as reflected in their GPA, serves as a basis for identifying strengths, addressing learning gaps, and guiding instructional decisions.

Table 3 presents the summary of the learners' level of achievement in English, Mathematics, and Science, SY 2023-2024.

Table 3. Level of Learners' Achievement based on their Grade Point Average (GPA)

Subjects	Mean	Qualitative Description
ENGLISH		
Subject Mean	85.19	Very Satisfactory
MATHEMATICS		
Subject Mean	85.14	Very Satisfactory
SCIENCE		
Subject Mean	85.68	Very Satisfactory
Over-all Mean	85.33	Very Satisfactory

The level of learners' achievement was very satisfactory, with an overall mean of 85.33, which means that the learners displayed strong understanding and performance in the subject. There might be minor gaps, but overall, the work was of high quality, with consistent effort and understanding. This also suggests that, on average, learners reached the proficient level of learning.

When examined by subject, Science recorded the highest subject mean (85.68), followed closely by English (85.19) and Mathematics (85.14). This indicates that learners generally perform at similar levels across core subjects, suggesting balanced instruction and learning support.

Overall, the results suggest that while learners in the studied divisions generally perform at a very satisfactory level, targeted interventions may be necessary to bridge performance gaps among divisions and enhance learning outcomes across all subject areas. Strengthening teacher training, resource allocation, and evidence-based instructional strategies could further improve learners' achievement and ensure equitable learning opportunities for all learners.

Relationship Between the Extent of Differentiated Supervision and the Level of Teachers' Performance

Differentiated supervision aims to provide personalized support and must be tailored to meet the diverse needs of teachers at different stages of their professional growth. Understanding its impact on teaching performance is crucial for ensuring that supervision strategies effectively enhance instructional quality.



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Table 4 presents a correlational analysis examining the relationship between the extent of differentiated supervision and teaching performance. It offers insights into how adaptive supervision practices influence educators' effectiveness in the classroom.

Table 4. Correlational Analysis Between Extent of Differentiated Supervision and the Level of Teachers' Performance

DIFFERENTIATED SUPERVISION PRACTICES	TEACHERS' PERFORMANCE	
	Pearson's r	p-value
Clinical Supervision	0.032	0.588
Collaborative Professional Development	0.098	0.098
Self-Directed Development	0.079	0.183
Administrative Monitoring	0.054	0.367
Over-all CS	0.073	0.221

Notes: $df=283$; $p<.05$, significant

Table 4 presents the correlation between differentiated supervision practices and teaching performance using Pearson's r . As shown in the table, all supervision practices have very weak positive correlations with teaching performance, with values ranging from $r = 0.032$ to $r = 0.098$. Among these, Collaborative Professional Development ($r = 0.098$) exhibited the highest correlation, while Clinical Supervision ($r = 0.032$) showed the lowest. The overall correlation for differentiated supervision was $r = 0.073$, indicating a minimal association with teaching performance.

In terms of significance, all p -values exceeded 0.05. The result reveals that there is no significant correlation between differentiated supervision and teaching performance, therefore, the null hypothesis (H_0), is not rejected. The highest p -value was found in Clinical Supervision ($p = 0.588$), while the lowest was observed in Collaborative Professional Development ($p = 0.098$).

The result shows that while differentiated supervision practices aimed to support teacher development, their direct impact on teaching performance may be limited. This implies that other factors, such as instructional strategies, teacher motivation, and school environment, may play a more substantial role in influencing teaching effectiveness.

The lack of significant correlation does not imply that differentiated supervision is ineffective; rather, it suggests that its influence on teacher performance may be complex, requiring further investigation into mediating factors such as teacher motivation, professional learning culture, and support systems.

Relationship Between Differentiated Supervision and the Level of Learners' Achievement

This study deals with the relationship between the extent of differentiated supervision and learners' achievement in English, Mathematics, and Science. Understanding the correlation provides valuable insights into how effective leadership strategies influence learner performance and academic success.

Table 5 presents an analysis of this relationship, highlighting the impact of differentiated supervision on learners' achievement.

Table 5. Correlational Analysis Between the Extent of Differentiated Supervision and the Level of Learners' Achievement

PRACTICES	ENGLISH		MATHEMATICS		SCIENCE	
	Pearson's r	p-value	Pearson's r	p-value	Pearson's r	p-value
Clinical Supervision	0.111	0.718	-0.054	0.861	-0.15	0.626
Collaborative Professional Development	-0.096	0.756	0.228	0.453	-0.199	0.514
Self-Directed Development	0.142	0.645	0.237	0.436	-0.059	0.847
Administrative Monitoring	0.523	0.066	0.048	0.875	0.436	0.136
Over-all Mean	0.209	0.494	0.143	0.641	0.024	0.939



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Table 5 shows the correlation analysis between the extent of school principals' differentiated supervision practices and the level of learners' achievement in English, Mathematics, and Science. They reveal weak to moderate relationships, with no statistically significant correlations ($p > 0.05$ in all cases). This suggests that while differentiated supervision plays a role in school leadership and instructional support, its direct impact on learners' learning outcomes remains inconclusive.

Among the different supervision dimensions, administrative monitoring shows the highest correlation with learners' achievement in English ($r = 0.523$, $p = 0.066$) and Science ($r = 0.436$, $p = 0.136$), although not statistically significant. This indicates a potential relationship between structured monitoring of teachers and improved learners' performance, which aligns with previous studies emphasizing the role of effective instructional leadership and accountability in enhancing student learning outcomes (Leithwood et al., 2020).

However, the absence of statistical significance suggests that other factors, such as teaching quality, curriculum implementation, and student engagement, might mediate this relationship.

For Mathematics, self-directed development ($r = 0.237$, $p = 0.436$) and collaborative professional development ($r = 0.228$, $p = 0.453$) show positive correlations, suggesting that encouraging teachers to engage in self-driven and collaborative learning may contribute to better student outcomes in this subject.

Conversely, clinical supervision demonstrated weak and even negative correlations across the three subjects ($r = 0.111$ for English, $r = -0.054$ for Mathematics, and $r = -0.15$ for Science), implying that traditional supervision approaches may not be directly influencing learner achievement. This aligns with findings that overly directive supervision models may not always lead to meaningful instructional improvements if they do not align with teachers' professional learning needs (Glickman et al., 2018).

Overall, the overarching mean correlations ($r = 0.209$ for English, $r = 0.143$ for Mathematics, and $r = 0.024$ for Science) suggest that differentiated supervision practices, in their current form, may have a limited direct effect on learner achievement. However, this does not diminish their value; rather, it emphasizes the need for a more integrative approach that combines supervision with continuous professional development, instructional coaching, and evidence-based teaching strategies (Kraft & Papay, 2016).

Conclusions

School principals effectively implemented differentiated supervision, ensuring that teachers received personalized support suited to their needs and professional growth. Their practices were both systematic and well-integrated into school leadership.

The teachers demonstrated a high level of instructional performance, as reflected in the Classroom Observation Tool (COT) and RPMS Rating Scale results. With an overall mean COT rating of 6.70 (Integrating) and RPMS rating of 4.71 (Outstanding), teachers effectively applied pedagogical strategies, classroom management techniques, and content expertise to foster meaningful learning experiences. On the other hand, learners demonstrated a very satisfactory level of academic performance, with an overall GPA mean of 85.33 across English, Mathematics, and Science. Science recorded the highest average, followed by English and Mathematics.

Moreover, differentiated supervision practices—clinical supervision, collaborative professional development, self-directed development, and administrative monitoring—did not have a statistically significant correlation with teaching performance. While collaborative professional development showed the highest correlation, the relationship remains weak and inconclusive, hinting at a possible but unverified impact on instructional effectiveness. Meanwhile, clinical supervision exhibited the weakest correlation, suggesting that observation-based supervision alone may not directly enhance teaching performance.

Furthermore, the study found no significant link between differentiated supervision practices and learners' achievement in English, Mathematics, and Science. While administrative monitoring showed the highest correlation with English and Science, the results were not statistically significant, suggesting that other factors may have a greater impact on student performance. Meanwhile, clinical supervision showed weak or even negative correlations, indicating that traditional observation-based supervision may not directly improve learning outcomes.

Generally, while differentiated supervision remains an essential framework for instructional leadership, its effectiveness is largely influenced by alignment, contextual, and implementation factors. Indeed, this study contributed both confirmation and challenge to the field. It confirmed that differentiated supervision is now widely practiced. However, it challenged the assumption that presence = effectiveness. Lastly, it guided future research toward exploring the quality, depth, and impact mechanisms of supervision rather than surface-level compliance.



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Recommendations

To enhance the differentiated supervision practices of school principals, they should strengthen peer classroom observation and expand self-directed learning resources. Collaborative learning and providing accessible professional development materials will support teachers' professional growth and development. Addressing time constraints and resource availability will help promote teacher effectiveness and learner success.

To sustain high instructional performance, professional development should focus on enhancing higher-order thinking strategies and culturally responsive teaching for Indigenous learners. Targeted support in divisions with very satisfactory ratings can address minor instructional gaps, ensuring more equitable excellence.

To further enhance learner performance, targeted interventions should focus on strengthening English and Science instruction in lower-performing divisions. Equitable access to learning resources and support systems must be prioritized to address instructional and socio-economic disparities.

To enhance the impact of differentiated supervision on teaching performance, school principals should strengthen collaborative professional development through structured peer learning sessions, mentoring programs, and learning action cells. Clinical supervision should shift from routine observations to more specialized coaching. Self-directed learning opportunities should expand through offering accessible online courses, instructional toolkits, and guided reflection activities. In addition, explore other influencing factors like teacher motivation, workload, and resource availability through needs assessments and feedback mechanisms to refine supervision approaches.

To enhance the effectiveness of differentiated supervision in improving learners' achievement, school principals should adopt more targeted and supportive strategies. Administrative monitoring should be strengthened through regular check-ins, data-driven feedback, and instructional support. Clinical supervision should focus on coaching rather than just observation with the school principals actively guiding lesson planning and modeling effective teaching strategies for English, Mathematics, and Science. Lastly, challenges like resource limitations and learners' engagement should be addressed through school-community partnerships.

To refine supervision practices and improve teaching and learning outcomes, future research should investigate additional factors influencing teacher performance and learner achievement, such as leadership style, school climate, and resource availability.

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