

# Demographic Profile, School Heads' Supervisory Practices, and Teachers' Performance: Towards Corresponding Intervention Program

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## ABSTRACT

This study examines the demographic profile of secondary school heads and secondary teachers, school heads' supervisory practices, and teachers' performance in the Schools Division of Romblon. The research highlights significant findings by focusing on instructional leadership, learning environment, human resource management, and school leadership. Predominantly male, aged 40-49, and married, most school heads hold principal positions, have extensive experience, and have pursued higher education. The teaching workforce, mainly female and young, shows outstanding performance in content knowledge, pedagogy, and creating inclusive learning environments. Significant relationships were found between the supervisory practices of secondary school heads and teachers' performance. The study suggests diversified leadership roles, enhanced training for school heads in instructional leadership, and continuous professional development for teachers to maintain high-performance standards. Implementing mentorship programs and collaborative learning communities can further support these efforts. The findings underscore the need for tailored interventions to enhance educational leadership and teacher performance, ultimately improving student outcomes. Future research should include broader samples and qualitative methods to deepen understanding of supervision practices and their impact on teacher performance.

Keywords: *supervision practices, teachers' performance, intervention program, teacher, school heads*

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## INTRODUCTION

Formal education plays a vital role in both societal and individual development. The Philippine Constitution prioritizes access to quality education, and the Department of Education (DepEd) addresses this by ensuring instruction is appropriate and achievable in every organization. As part of this effort, the curriculum has shifted from Basic Education to the K to 12 Program. The Philippine Professional Standards for Teachers (PPST), implemented through DepEd Order No. 42, s. 2017, supersedes the National Competency-Based Teacher Standards (NCBTS) outlined in DepEd Order No. 32, 2009. These standards support personal growth and professional development, providing clear

guidelines, indicators, and standards for professional teaching practices and performance.

Through the Results-Based Performance Management System (RPMS), DepEd meets its vision, mission, values, and strategic priorities, delivering quality instructional services to Filipino learners. The RPMS aligns with the PPST to effectively measure and evaluate supervisors' performance. This system helps teachers assess and improve their practices and professional growth plans, and it sets clear expectations for school heads in the performance evaluation process.

Despite these structured frameworks, challenges persist in the supervisory responsibilities of school heads. Significant issues include inadequate supervisor training, a strained rapport between teachers and school heads, and insufficient time for comprehensive school supervision. According to Ankoma-Sey and Marina (2016), school heads may often be competent but lack professional qualifications and continuing training to update their educational knowledge and skills required for proper supervision. This gap in training prevents school heads from overseeing every aspect of the school's instruction, posing a threat to teaching and

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learning quality. Moreover, as Ampofo et al. (2019) noted, ample time during school supervision hinders principals from comprehensively inspecting all teaching and learning activities.

Recent educational policies and standards developments, such as the PPST and the RPMS implementation, have aimed to address these issues by providing structured guidelines and performance metrics. However, the effectiveness of these frameworks depends heavily on the proper training and execution by school heads, which remains an area of concern. These changes have led to the current situation where school heads must navigate these new standards while addressing existing supervision and teacher performance challenges.

This study is situated within the geographical and organizational context of the Schools Division of Romblon. It involves 51 secondary school heads, including Principals, Head Teachers, Teachers-in-Charge, and 569 secondary school teachers. The setting highlights the diverse roles and responsibilities of school heads and teachers within the educational framework of the Department of Education (DepEd) in Romblon.

Previous research has explored the roles and responsibilities of school heads and teachers in similar educational settings. Studies have highlighted the importance of effective supervision and professional development in enhancing teacher performance and student outcomes. However, significant gaps remain in understanding the direct relationship between school heads' supervisory practices and teachers' performance.

Research in other educational settings has revealed similar challenges and emphasized the need for continuous professional development and effective supervisory practices. Commonalities include the necessity for school heads to be well-trained and the importance of creating a supportive teacher environment. Differences often arise in specific cultural and organizational contexts, which can influence the implementation and effectiveness of supervisory practices.

Despite these insights, several aspects of the problem remain insufficiently explored. Questions about the specific impact of different supervisory practices of school heads on teachers' performance, the role of continuous professional development for school heads, and the influence of teacher perceptions on their performance are still unanswered. Additionally, the interplay between supervision and teacher motivation requires further investigation.

Filling these gaps is crucial for several reasons. Addressing these knowledge gaps can lead to developing targeted intervention programs to improve teacher performance and student outcomes. Understanding the specific supervisory practices that most effectively enhance teacher performance can

inform training programs for school heads, leading to better management and support for teachers. This study aims to contribute to this understanding by examining the relationship between school heads' supervisory practices and teachers' performance in the Schools Division of Romblon, providing valuable insights for policy-makers, educators, and administrators.

By addressing these gaps, this study sought answers to the following questions: What is the profile of secondary school heads regarding a. sex; b. age; c. civil status; d. position; e. length of years in service; f. highest educational attainment; and g. OPCR rating?; What is the secondary school teachers' profile regarding a. sex; b. age; c. civil status; d. position; e. length of years in service; f. highest educational attainment; and g. IPCRF rating?; What is the level of school heads' supervisory practices regarding a. instructional leadership; b. learning environment; c. human resource management and development; and d. school leadership management and operations?; What is the level of secondary school teachers' performance in terms of a. content knowledge and pedagogy; b. learning environment and diversity of learners; curriculum and planning; and d. assessment and reporting? Is there a significant relationship between the teachers' profile and performance? Is there a significant relationship between the school heads' profile and supervisory practices? Is there a significant relationship between school heads' supervisory practices and teachers' performance?

The study aims to support DepEd administrators in identifying and addressing the needs for improvement within schools. It will also assist faculty members in enhancing their efficiency and adapting to new educational trends. Ultimately, the study will benefit students by ensuring they are taught by well-supported and motivated teachers, thereby improving their academic achievements. The findings of this study will serve as a foundation for developing programs to strengthen teacher performance and supervisory practices in schools.

## METHODOLOGY

The primary goal of this study is to determine the relationship between the demographic profile of secondary school heads and secondary teachers, the supervisory practices of school heads, and the teachers' performance. To achieve these goals, the researcher used a non-experimental, descriptive-correlational design. This method focused on the present situation, describing the profiles of the respondents, the supervision practices of school heads, and the performance of secondary school teachers. The correlational aspect explored the relationships between these variables.

Table 1. Profile of the secondary school heads

Demographic Profile	Frequency	Percent	Rank
<b>A. Sex</b>			
Male	35	68.6	1
Female	16	31.4	2
Total	51	100.0	
<b>B. Age</b>			
30-39	9	17.6	3
40-49	21	41.2	1
50-59	18	35.3	2
60 and above	3	5.9	4
Total	51	100.0	
<b>C. Civil Status</b>			
Single	15	29.4	2
Married	34	66.7	1
Widower	2	3.9	3
Total	51	100.0	
<b>D. Position</b>			
Principal	24	47.1	1
Head Teacher	19	37.3	2
Teacher-In-Charge (TIC)	8	15.7	3
Total	51	100.0	
<b>E. Length of Years in Service</b>			
0-5	4	7.8	5
6-10	7	13.7	3
11-15	10	19.6	2
16-20	5	9.8	4
Above 20	25	49.0	1
Total	51	100.0	
<b>F. Highest Educational Attainment</b>			
With MA Units	13	25.5	2
CAR in MA	15	29.4	1
MA Graduate	9	17.6	3
With PhD Units	8	15.7	4
CAR in PhD	1	2.0	6
PhD Graduate	5	9.8	5
Total	51	100.0	
<b>G. OPCRIF Rating</b>			
Very Satisfactory	5	9.8	2
Outstanding	46	90.2	1
Total	51	100.0	

The researcher included 51 secondary school heads and 569 teachers in the entire Schools Division of Romblon under the Department of Education in the MIMAROPA region.

The researcher asked the school's division superintendent for permission to conduct the study. Likewise, she asked permission from the School Heads and teachers through letter requests to allow her to

Table 2. Profile of the secondary teachers

Demographic Profile	Frequency	Percent	Rank
<b>A. Sex</b>			
Male	167	29.3	2
Female	402	70.7	1
Total	569	100.0	
<b>B. Age</b>			
Below 30	190	33.4	1
30-39	167	29.3	2
40-49	120	21.1	3
50-59	5	10.4	4
60 and above	33	5.8	5
Total	569	100.0	
<b>C. Civil Status</b>			
Single	162	28.5	2
Married	373	65.6	1
Separated	13	2.3	4
Widower	21	3.7	3
Total	569	100.0	
<b>D. Position</b>			
Teacher I	253	44.5	1
Teacher II	129	22.7	2
Teacher III	126	22.1	3
Master Teacher I	44	7.7	4
Master Teacher II	17	3.0	5
Total	569	100.0	
<b>E. Length of Years in Service</b>			
0-5	161	28.3	2
6-10	224	39.4	1
11-15	52	9.1	5
16-20	59	10.4	4
Above 20	73	12.8	3
Total	569	100.0	
<b>F. Highest Educational Attainment</b>			
BS Graduate	172	30.2	2
With MA Units	241	42.4	1
CAR in MA	110	19.3	3
MA Graduate	35	6.2	4
With PhD Units	10	1.8	5
CAR in PhD	1	0.2	6
Total	569	100.0	
<b>G. OPCRIF Rating</b>			
Satisfactory	4	0.7	3
Very Satisfactory	100	81.7	2
Outstanding	465	17.6	1
Total	569	100.0	

gather the data needed for her research. The questionnaires distributed to the responders had the aforementioned letter requests attached. To provide

Table 3. Level of supervisory practices of secondary school heads

Supervisory Practices	Med	Description	Level
1. Instructional leadership	4	SCMA	VS
2. Learning environment	5	SHL	O
3. Human resource management and development	5	SHL	O
4. School leadership management and operations	5	SHL	O
<b>Overall</b>	<b>5</b>	<b>SHL</b>	<b>O</b>
<b>Scale</b>	<b>Description</b>	<b>Level</b>	
1	I am doing supervision below the expected standard. (SBE)	1 (Poor)	
2	I am doing supervision slightly below the expected standard. (SSBE)	2 (Unsatisfactory)	
3	I am doing supervision adequately and approximately the level of skill(SAA)	3 (Satisfactory)	
4	I am doing supervision competently and managed adequately. (SCMA)	4 (Very Satisfactory)	
5	I am doing supervision at the highest level and well managed.(SHL)	5 (Outstanding)	

important instructions, the researcher distributed the questionnaires personally. After two days of the questionnaires being distributed, the results were collected, allowing the respondents ample time to complete the survey.

The researcher ensured that the data presented and reported were honest and reliable. The results show that

Table 4. Level of teachers’ performance of secondary school teachers

Teachers’ Performance	Med	Description	Level
1. Content Knowledge and Pedagogy	5	ELA	O
2. Learning environment and diversity of learners	5	ELA	O
3. Curriculum and planning	5	ELA	O
4. Assessment and reporting	5	ELA	O
<b>Overall</b>	<b>5</b>	<b>ELA</b>	<b>O</b>
<b>Scale</b>	<b>Description</b>	<b>Level</b>	
1	Performance was consistently below expectations and progress.(CBE)	1 (Poor)	
2	Performance failed to meet expectations and goals.(FME)	2 (Unsatisfactory)	
3	Performance met expectations in terms of quality of work.(MEQ)	3 (Satisfactory)	
4	Performance exceeded expectations and goals.(EEG)	4 (Very Satisfactory)	
5	Performance represents an extraordinary level of achievements.(ELA).	5 (Outstanding)	

the overall reliability of school heads' supervisory practices was 0.925, indicating "excellent" internal consistency. The teachers' performance also had an "excellent" result with an overall reliability of 0.993. This means that the responses are highly reliable,

Table 5. Test of Significant Relationship between teachers’ profile and teachers’ performance

Teachers’ Performance	Profile	$\chi^2$	p-value	Decision
Content Knowledge and Pedagogy	Sex	10.557	0.032**	Reject H <sub>0</sub>
	Age	11.773	0.464	Do Not Reject H <sub>0</sub>
	Civil Status	11.953	0.216	Do Not Reject H <sub>0</sub>
	Position	9.486	0.661	Do Not Reject H <sub>0</sub>
	Years in Service	21.491	0.044**	Reject H <sub>0</sub>
	Educational Attainment	11.316	0.730	Do Not Reject H <sub>0</sub>
	IPCRF rating	8.658	0.008**	Reject H <sub>0</sub>
Learning Environment and Diversity of Learners	Sex	9.234	0.050**	Reject H <sub>0</sub>
	Age	11.515	0.777	Do Not Reject H <sub>0</sub>
	Civil status	5.589	0.935	Do Not Reject H <sub>0</sub>
	Position	8.508	0.932	Do Not Reject H <sub>0</sub>
	Years in Service	9.844	0.875	Do Not Reject H <sub>0</sub>
	Educational Attainment	14.768	0.790	Do Not Reject H <sub>0</sub>
	IPCRF rating	7.038	0.046**	Reject H <sub>0</sub>
Curriculum and Planning	Sex	2.058	0.725	Do Not Reject H <sub>0</sub>
	Age	34.427	0.005**	Reject H <sub>0</sub>
	Civil status	11.998	0.446	Do Not Reject H <sub>0</sub>
	Position	30.173	0.017**	Reject H <sub>0</sub>
	Years in Service	11.532	0.776	Do Not Reject H <sub>0</sub>
	Educational Attainment	11.898	0.920	Do Not Reject H <sub>0</sub>
	IPCRF rating	1.794	0.026**	Reject H <sub>0</sub>
Assessment and Reporting	Sex	3.442	0.487	Do Not Reject H <sub>0</sub>
	Age	15.208	0.509	Do Not Reject H <sub>0</sub>
	Civil status	6.522	0.887	Do Not Reject H <sub>0</sub>
	Position	12.592	0.399	Do Not Reject H <sub>0</sub>
	Years in Service	11.854	0.754	Do Not Reject H <sub>0</sub>
	Educational Attainment	13.788	0.542	Do Not Reject H <sub>0</sub>
	IPCRF rating	2.030	0.013**	Reject H <sub>0</sub>

Table 6. Test of Significant Relationship between school heads' profile and supervisory practices

Supervision Practices	Profile	$\chi^2$	p-value	Decision
Instructional Leadership	Sex	0.838	0.658	Do Not Reject H <sub>0</sub>
	Age	1.910	0.928	Do Not Reject H <sub>0</sub>
	Civil Status	2.648	0.618	Do Not Reject H <sub>0</sub>
	Position	11.471	0.022**	Reject H <sub>0</sub>
	Years in Service	4.675	0.792	Do Not Reject H <sub>0</sub>
	Educational Attainment	8.373	0.592	Do Not Reject H <sub>0</sub>
	OPCRF rating	5.765	0.056	Do Not Reject H <sub>0</sub>
Learning Environment	Sex	0.236	0.889	Do Not Reject H <sub>0</sub>
	Age	5.710	0.456	Do Not Reject H <sub>0</sub>
	Civil Status	8.998	0.061	Do Not Reject H <sub>0</sub>
	Position	3.305	0.508	Do Not Reject H <sub>0</sub>
	Years in Service	19.413	0.013**	Reject H <sub>0</sub>
	Educational Attainment	18.993	0.040**	Reject H <sub>0</sub>
	OPCRF rating	8.592	0.014**	Reject H <sub>0</sub>
Human Resource Management & Development	Sex	0.259	0.611	Do Not Reject H <sub>0</sub>
	Age	4.030	0.258	Do Not Reject H <sub>0</sub>
	Civil Status	2.519	0.284	Do Not Reject H <sub>0</sub>
	Position	0.533	0.766	Do Not Reject H <sub>0</sub>
	Years in Service	8.069	0.089	Do Not Reject H <sub>0</sub>
	Educational Attainment	6.104	0.296	Do Not Reject H <sub>0</sub>
	OPCRF rating	5.765	0.016**	Reject H <sub>0</sub>
School Leadership Management & Operations	Sex	0.958	0.619	Do Not Reject H <sub>0</sub>
	Age	9.045	0.171	Do Not Reject H <sub>0</sub>
	Civil Status	4.779	0.311	Do Not Reject H <sub>0</sub>
	Position	4.850	0.303	Do Not Reject H <sub>0</sub>
	Years in Service	13.978	0.082	Do Not Reject H <sub>0</sub>
	Educational Attainment	9.596	0.477	Do Not Reject H <sub>0</sub>
	OPCRF rating	10.163	0.006**	Reject H <sub>0</sub>

ensuring the findings and conclusions of this study are dependable. The following statistical treatment was employed in processing the data: Descriptive statistics were used to present the nature of the variables involved. Frequency counts, percentages, and median were used to score and interpret the descriptive data on the demographic profile of school heads and teachers, supervisory practices of school heads, and teachers' performance. The chi-square test was used at a 5% confidence level to test the relationship between teachers' demographic profile and teachers' performance, school heads demographic profile and supervisory practices, and supervisory practices and teachers' performance.

## RESULTS AND DISCUSSION

Table 1 reveals that most school heads in the Schools Division of Romblon are male, with a significant portion falling within the 40-49 age bracket and married. Additionally, many school heads hold principal positions, have extensive experience in the education sector (over 20 years), and have achieved outstanding ratings in their Overall Performance Commitment and Review Form (OPCRF). Furthermore,

some school heads have completed the academic requirements in their respective master's programs.

This information sheds light on the demographic and professional profile of school leaders in the Division, indicating potential trends and areas for consideration in leadership development, succession planning, and policy formulation. Understanding the characteristics and achievements of school heads can help tailor support mechanisms, training programs, and initiatives to enhance leadership effectiveness and promote continuous improvement in educational management and governance within the division. This finding contradicts Lazaro's (2018) study, where females outnumbered male school heads in his study covering the realm of MIMAROPA. According to him, teaching still appeared dominated by females more inclined to mothers' task of teaching learners.

Table 2 shows that most of the teaching workforce in the Schools Division of Romblon is predominantly female, with a significant portion of teachers being relatively young and married. Additionally, many teachers hold entry-level positions (Teacher I), have moderate tenure (6 to 10 years), and have pursued further education by earning units in master programs. Furthermore, most teachers have received outstanding ratings in their Individual Performance Commitment and Review Form (IPCRF). This information provides

Table 7. Test of significant relationship between supervisory practices of school heads and teachers' performance

Supervision Practices	Teachers' Performance	$\chi^2$	p-value	Decision
Instructional Leadership	CKP	9.745	0.045**	Reject H <sub>0</sub>
	LEDL	9.611	0.022**	Reject H <sub>0</sub>
	CP	6.392	0.041**	Reject H <sub>0</sub>
	AR	12.807	0.046**	Reject H <sub>0</sub>
Learning Environment	CKP	16.931	0.010**	Reject H <sub>0</sub>
	LEDL	18.715	0.005**	Reject H <sub>0</sub>
	CP	8.738	0.068	Do Not Reject H <sub>0</sub>
	AR	27.146	0.000**	Reject H <sub>0</sub>
Human Resource Management & Development	CKP	8.504	0.014**	Reject H <sub>0</sub>
	LEDL	10.326	0.016**	Reject H <sub>0</sub>
	CP	2.519	0.029**	Reject H <sub>0</sub>
	AR	10.667	0.014**	Reject H <sub>0</sub>
School Leadership Management & Operations	CKP	5.134	0.274	Do Not Reject H <sub>0</sub>
	LEDL	5.465	0.486	Do Not Reject H <sub>0</sub>
	CP	13.517	0.036**	Reject H <sub>0</sub>
	AR	12.729	0.048**	Reject H <sub>0</sub>

Legend: CKP - content knowledge and pedagogy  
 LEDL - learning environment and diversity of learners  
 CP - curriculum and planning  
 AR - assessment and reporting

insights into the demographic and professional characteristics of the teaching staff in the division, which can inform targeted recruitment strategies, professional development initiatives, and resource allocation to support and further enhance the quality of education delivery in the region. According to Auden (2019), demographic profiles such as age, sex, position, years in service, and educational attainment determine every teacher's level of teachers' performance and productivity. This requires teachers to have a positive and proactive attitude, such as responsiveness, initiative, inventiveness, and adaptive sensibility, which can increase teachers' performance.

Table 3 highlights the four supervisory practices of secondary school heads. The overall median is 5, supervisory at the highest level and well-managed, implying an "Outstanding" level. This means that while school heads effectively manage administrative aspects of the school, there may be opportunities for further development or support in enhancing their role in guiding and supporting instructional practices among teachers. Addressing this improvement area could lead to even greater overall effectiveness in school leadership and improved educational outcomes. The result is supported by the study of Kintanar (2017), which states that school heads in public schools are proficient in their supervision practices. Furthermore, it also supports the result of Varona (2017), who concluded that school heads exhibit highly positive attitudes towards school-community partnership, and Victor (2017), who found that the school heads have managerial competencies for effective supervision practices; however, the result also

agrees his findings that school heads have managerial competencies for the effective supervision practices.

Table 4 above shows the performance of secondary school teachers. Their performance is based on the four practices mentioned above, and the results are great, with an overall median result of five, which means that the four practices are perfect and suitable to measure the level of performance of school teachers. In addition to that excellent performance, it follows the description results, which is an extraordinary level of achievement with an outstanding result on all the school teachers' performance. It simplifies that the four practices above have a very good influence on school teachers' performance. This implies that these teachers possess a high level of competence and proficiency in key areas essential for effective teaching and student learning. Such outstanding performance could contribute positively to student achievement and overall educational outcomes within the secondary school setting. Gerumi's (2002) research findings reveal that the teachers had outstanding performance ratings and performed beyond the target.

Table 5 reveals the relationship between teachers' profiles and teachers' performance. It was found that sex, years in service, and IPCRF rating of the respondents were significantly related to the content knowledge and pedagogy with a sig value of 0.032, 0.044, and 0.008. In the learning environment and diversity of learners, it was found that sex and IPCRF rating of the respondent have a significant relationship with a sig. value of 0.050 and 0.046, then the profile like age, position, and IPCRF rating were significantly related to the curriculum and planning (.005, .017, .026);

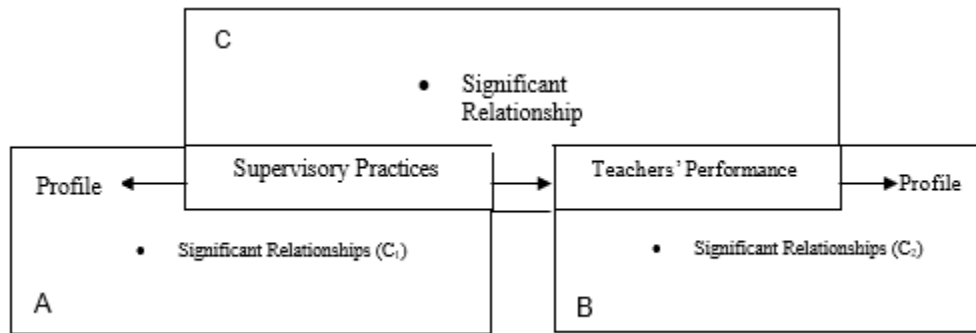


Figure 1. Corresponding Intervention Program

lastly, among the seven profile variables of the respondents, the IPCRF rating has a significant relationship to assessment and reporting with a sig—value of .013.

Table 6 reveals the relationship between secondary school heads' profiles and supervisory practices. Respondents' position was significantly related to instructional leadership in the seven profile variables, with a sig value of .022. The years in service, educational attainment, and OPCRF rating of the respondents have a significant relationship to the learning environment with a sig. value of .013, .040, and .014, then the OPCRF rating was significantly related to human resource management and development and school leadership management and operations (.016 and .006).

Table 7 reveals the relationship between supervisory practices of secondary school heads and teachers' performance utilizing the four variables: Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting as dependent variables. Supervision practices of school heads in Instructional Leadership and Human Resource Management were significant and appeared in the four variables of teacher performance as Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting, while in Learning Environment, almost of teacher performance variables were very significant except "Curriculum Planning", as appeared in the Asymp. Sig. column, which was .010, .005, and .000. the variables had probability values lower than a 1% significance level.

Accordingly, school heads' supervisory practices on school leadership management and operations based on the statement indicators inherent to their functions had a significant relationship to the two (2) variables of teacher performance. On the other hand, the content knowledge and pedagogy, learning environment, and

diversity of learners had no significant relationship with asymptotic significant values of .274 and .486.

## CONCLUSION

Based on the advanced hypotheses, the conclusions were drawn from the results; specific characteristics within teachers' profiles influenced their content knowledge and pedagogy performance. Both sex and performance ratings influence how teachers handle the learning environment and diverse student populations. Age, position, and IPCRF rating affect how teachers approach curriculum development and planning. Moreover, the IPCRF rating provided valuable insights into how teachers conduct assessment and reporting practices. School heads in different positions demonstrated varying levels of effectiveness in guiding instructional practices. Their years in service, educational attainment, and OPCRF rating influenced how educators created and managed learning environments for their students. Furthermore, OPCRF ratings provided valuable insights into how effectively school heads managed human resources and overall school operations.

How school heads supervise and manage teachers influences their performance. The quality of the learning environment might impact teachers' proficiency in subject matter and teaching methods. It may also imply that how teachers accommodate diverse student populations is influenced by the learning environment created by school heads. Similarly, the environment affects teachers' assessment practices and student progress reporting. On the other hand, how school heads manage the school's overall operations impacts teachers' curriculum development and planning. Effective school management influences how teachers conduct assessments and report student progress.

Based on the preceding findings and conclusions, the researcher recommends Figure 1. This framework shows that there was a corresponding intervention program if the result of profiling has no significant

relationship with either the supervisory practices of school heads or teachers' performance. In contrast, a sustainability intervention program will occur if the results have a significant relationship. Furthermore, the basis of profiling to determine whether there was a corresponding intervention or sustainability both on the supervisory practices of school heads and teachers' performance depends on the outcome of the study, and you can see in the above diagram the connection of profiling on supervisory practices and teachers' performance.

Diversify leadership roles by actively promoting opportunities for female educators to ascend to principal positions. May implement succession planning strategies to address the impending retirement of school heads within the 40-49 age bracket and with over 20 years of experience. Recognize and reward outstanding performance while facilitating access to advanced education programs for those interested in furthering their qualifications. In order to improve the teaching workforce in the Schools Division of Romblon, targeted initiatives for career advancement and professional development, especially for female educators, are recommended. These initiatives include mentorship, leadership training, and access to advanced education programs. Recognizing and rewarding outstanding performance will motivate educators to excel. By implementing these strategies, the division can empower teachers and improve educational outcomes for students in Romblon.

The performance of school heads in the Schools Division of Romblon can be improved through targeted training, and support in instructional leadership is recommended. This includes professional development focusing on instructional leadership strategies, curriculum development, and fostering continuous improvement. Implementing mentorship programs with experienced school leaders can further enhance instructional leadership skills. By addressing this aspect, school heads can better lead and support their schools, benefiting educators and students. To maintain the exceptional performance of secondary school teachers in the Schools Division of Romblon, ongoing support for professional development is advised. This includes training in innovative teaching methods, diversity and inclusion, curriculum design, and assessment practices. Encouraging collaboration among teachers to share best practices further enriches their skills. By prioritizing the continuous growth of secondary school teachers, the division can uphold educational excellence and ensure students' success in Romblon.

School heads' supervision and management practices greatly influence teachers' performance in the Schools Division of Romblon. The quality of the learning environment, shaped by school heads, significantly impacts teachers' proficiency and ability to

support diverse student populations. Furthermore, school management practices impact various aspects of teaching, including curriculum development, planning, assessment, and reporting student progress. To optimize teacher performance, it is crucial to prioritize improving supervision practices and fostering a supportive learning environment that encourages effective teaching and learning.

## AUTHORS' CONTRIBUTIONS

D.C. conceived and designed the study, collected and analyzed the data, interpreted the results, and drafted the manuscript. J.D. provided essential guidance, support, and feedback throughout the research process.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

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