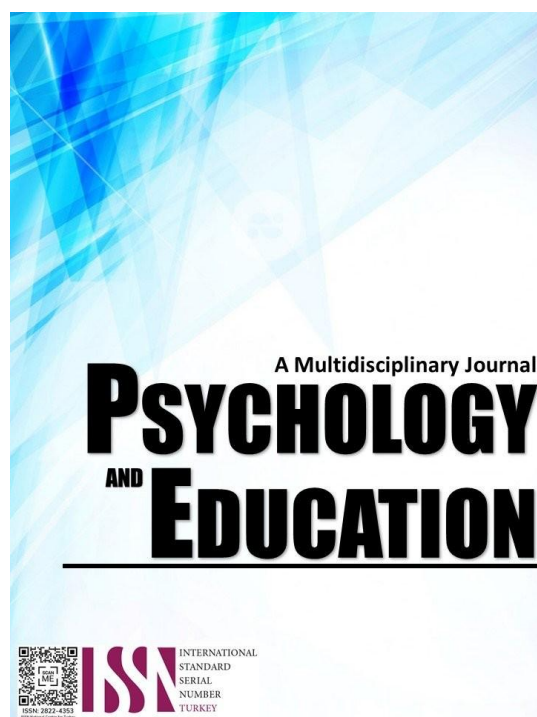


INSTRUCTIONAL SUPERVISION PRACTICES OF SCHOOL ADMINISTRATORS AND WORK PERFORMANCE OF JUNIOR HIGH SCHOOL TEACHERS IN STO. DOMINGO DISTRICT



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Instructional Supervision Practices of School Administrators and Work Performance of Junior High School Teachers in Sto. Domingo District

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Abstract

Instructional supervision plays an important role in supporting teachers and improving the quality of teaching in schools. This study explored how instructional supervision practices of school administrators are related to the work performance of junior high school teachers in Sto. Domingo District, Division of Nueva Ecija. Guided by Glickman's Developmental Supervision Theory and Becker's Human Capital Theory, the study focused on key supervision practices such as classroom observation and feedback, professional development support, instructional planning and curriculum guidance, and monitoring and evaluation of teaching performance. It also examined teachers' work performance in terms of content knowledge and pedagogical skills, instructional delivery and classroom management, assessment and feedback practices, learning environment and student engagement, professional growth and development, and commitment and work ethics. A descriptive-correlational research design was employed, involving 160 junior high school teachers as respondents. Data were collected using a validated survey questionnaire and analyzed through descriptive and inferential statistics. Results showed that instructional supervision practices were generally perceived at a very highly practiced level, while teachers demonstrated an outstanding level of work performance across all areas. The findings further revealed a significant relationship between instructional supervision practices and teachers' work performance, indicating that supervision that is supportive and developmental positively influences teaching effectiveness. Some teacher profile variables were also found to be significantly related to work performance. The study proposed an instructional supervision framework aimed at strengthening teacher performance and enhancing classroom instruction. The study further highlights the value of instructional supervision as a meaningful process that supports teacher growth and contributes to better teaching and learning experiences.

Keywords: *instructional supervision, instructional supervision practices, school administrators, work performance, teacher performance, junior high school teachers, educational leadership, teacher development, classroom instruction, teaching effectiveness, professional competence, performance evaluation, school-based management*

Introduction

Instructional supervision has long been a recognized mechanism in ensuring the teaching quality and school learning. It gives structured support to teachers through feedback, technical assistance, and professional development opportunities, which enhance instructional practices and education outcomes. In the Philippines, the Department of Education (DepEd) emphasizes the importance of effective instructional supervision through the Philippine Professional Standards for School Heads (DepEd No. 024, s. 2020), which highlights the responsibility of school heads to monitor, mentor, and develop teachers continuously. However, supervision in many public high schools often remains limited to obligatory classroom observations, with insufficient follow-up in terms of constructive feedback, coaching, and concrete actions to empower teachers and improve the learning environment (Amerol, 2025; Dacer et al., 2025; Sumapal & Haramain, 2023).

In the global context, instructional supervision continually evolves from traditional evaluative models toward a more progressive and collaborative process (Ndidi et al., 2025). Despite this, research gaps remain in identifying the most effective instructional supervisory practices that are directly associated with teacher performance and student achievement across different educational contexts (Basilio & Bueno, 2022; Maisyarah et al., 2021).

Basic education in the Philippines continues to face significant hurdles, a reality made clear in international studies like the 2018 Programme for International Student Assessment (PISA), where Filipino students ranked among the lowest in mathematical literacy. A comparative analysis by Acido and Caballes (2024) found that there was no significant improvement in the PISA results in 2022. This performance reiterates the need for enhancing and strengthening teacher preparation, classroom instruction, and student motivation, which significantly predict student achievement in reading and mathematical literacy (Haw et al., 2020).

In response, the Department of Education has rolled out measures to reform the quality of education by upskilling and reskilling teachers and school heads through transformed professional development programs (DepEd, 2019). Meanwhile, the Results-Based Performance Management System (RPMS) and the interim guidelines for the DepEd Performance Management and Evaluation System (PMES) were introduced to ensure adherence to performance benchmarks, since teacher performance translates to learning outcomes. However, despite these efforts, teachers on the ground continue to face challenges that limit the impact of reforms. Magallanes et al. (2022) observed that while systems exist to monitor teacher performance, the resources and professional support provided are often insufficient. Teachers highlighted the need for more sustained opportunities for skill development and collaboration to strengthen their practice. Without adequate backing from the government, instructional supervision risks becoming compliance-driven rather than

developmental, limiting its impact on student outcomes. This raises important questions about whether current systems are truly helping junior high school teachers grow professionally.

In Sto. Domingo District, Nueva Ecija, the continuing struggles of students point to the need for supervision practices that go beyond routine compliance. Although supervisory observations are carried out, these are often confined to checklist-style evaluations that provide little meaningful feedback or sustained follow-up. For many teachers, this means limited guidance on how to improve lesson delivery, refine assessment methods, or actively engage learners. The result is a disconnect between the intention of supervision and its actual effect on teacher growth and student learning.

These challenges also point to several gaps in existing research. For instance, while supervision is often described in terms of classroom observation, professional development, curriculum support, or performance monitoring, there is still little evidence on which of these aspects most strongly influences teaching effectiveness in Philippine junior high schools. Hence, the study seeks to explore how instructional supervision practices shape the work performance of junior high school teachers. By addressing these gaps, it hopes to highlight what forms of supervision truly matter for teacher growth and, ultimately, for student learning. The findings are expected to guide improvement efforts within local schools while contributing to the broader discussion on how supervision can move beyond compliance. More importantly, the study frames supervision as a developmental process responsive to the needs of teachers, grounded in classroom realities, and aligned with the vision of the MATATAG Curriculum.

Research Questions

This study determined the instructional supervision practices and work performance of junior high school teachers in Sto. Domingo District in the Division of Nueva Ecija, which served as the basis for developing a framework that would strengthen teachers' work performance and enhance the learning experience of junior high school students. Specifically, this study answered the following questions:

1. What is the profile of junior high school teachers in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. educational attainment;
 - 1.4. years of teaching experience;
 - 1.5. trainings and seminars attended;
 - 1.6. teaching load; and
 - 1.7. teaching position?
2. What is the level of work performance among junior high school teachers in terms of:
 - 2.1. content knowledge and pedagogical skills;
 - 2.2. instructional delivery and classroom management;
 - 2.3. assessment and feedback practices;
 - 2.4. learning environment and student engagement;
 - 2.5. professional growth and development; and
 - 2.6. commitment and work ethics?
3. What is the level of instructional supervision practices of administrators in the following areas:
 - 3.1. classroom observation and feedback;
 - 3.2. professional development support;
 - 3.3. instructional planning and curriculum guidance; and
 - 3.4. monitoring and evaluation of teaching performance?
4. Is there a significant relationship between the level of instructional supervision practices of administrators and the work performance of teachers?
5. Is there a significant relationship between the profile of junior high school teachers and their work performance?
6. Based on the findings, what instructional supervision framework can be proposed to strengthen teachers' work performance and enhance the learning experience of students in junior high school?

Methodology

Research Design

The research design used in the study was a descriptive–correlational quantitative design. The descriptive–correlational approach was employed to explore the characteristics of a population and determine the relationship between two or more variables as they naturally occurred (Creswell & Creswell, 2018). The descriptive component of the study was used to determine the participants' profiles, the level of teaching performance among junior high school teachers, and the level of instructional supervision practices of administrators. The correlational component was used to ascertain the relationship between the level of instructional supervision practices of administrators and the work performance of teachers. It was also used to examine the relationship between the profile of junior high school teachers and their work performance.

Respondents

The respondents of the study were the 160 junior high school teachers assigned to different public schools in the Sto. Domingo District, Nueva Ecija, during the Academic Year 2025–2026. The sample size was determined using Cochran's formula. The actual respondents were selected through a stratified sampling technique. This ensured that the entire population was represented.

Instrument

A self-made 5-point Likert-type questionnaire was developed to measure teaching performance across six domains: content knowledge and pedagogical skills; instructional delivery and classroom management; assessment and feedback practices; learning environment and student engagement; professional growth and development; and commitment and work ethics, with six items per domain. These domains were extracted from the DepEd School-Based Management (SBM) framework, particularly the "Curriculum and Instruction" and "Learning Environment" facets.

Content validation was conducted by a panel of experts: an educational specialist, a licensed psychometrician/statistician, School Heads, Department Heads, and Master Teachers. They evaluated each item's clarity, relevance, and alignment with the domains. A pilot test was then administered to a small sample of similar teachers outside the study locale to assess reliability, with Cronbach's alpha set at ≥ 0.70 as the acceptable level.

Likewise, a parallel self-made 5-point Likert questionnaire was constructed to measure instructional supervision practices across the following domains: classroom observation and feedback; professional development support; instructional planning and curriculum guidance; and monitoring and evaluation of teaching performance.

Procedure

To collect data for the study, the researcher first secured approval from the Dean of the Graduate School of Luna Colleges, Tayug, Pangasinan, through the Graduate School Research Coordinator. Subsequently, a letter of request was sent to the Schools Division Superintendent of the Schools Division Office of Nueva Ecija to seek permission to conduct the study in the locale. Once all necessary permissions were granted, the researcher formally coordinated with the school heads of the participating institutions to inform them about the study and its procedures.

The researcher then distributed the required documents, which included the approval letters, informed consent forms, and research questionnaires, to the teacher-respondents. Before any data collection, the researcher took time to explain the purpose of the study to the participants and provided a clear explanation of the informed consent form. This explanation outlined the participants' rights, including their voluntary participation, the confidentiality of their responses, and their option to withdraw from the study at any time without consequence. Participants were encouraged to ask any questions they had about the study.

Once the informed consent forms were signed, the questionnaires were distributed to the respondents for independent completion. The instruments focused on gathering data related to the objectives of the study. After the respondents completed the questionnaires, the researcher retrieved the completed forms and ensured that all data were securely stored. Only the researcher had access to the gathered information, and the confidentiality of responses was strictly observed.

Data Analysis

The data gathered in this study were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 27. Frequency counts and percentages were used to describe the profile of the junior high school teachers in terms of age, sex, educational attainment, years of teaching experience, trainings and seminars attended, and teaching load.

The level of work performance among junior high school teachers in terms of content knowledge and pedagogical skills, instructional delivery and classroom management, assessment and feedback practices, learning environment and student engagement, professional growth and development, and commitment and work ethics was determined using the weighted mean. The same statistical measures were also used to determine the level of instructional supervision practices.

Ethical Considerations

To test the hypotheses of the study, the Pearson Product-Moment Correlation Coefficient was applied to determine the strength and direction of the relationship between instructional supervision practices and work performance. The Chi-square Test of Independence was used to examine the association between the teachers' profile and their work performance.

Results and Discussion

This section discusses the results of the study and their implication in the context of work performance and school supervision. It presents the profile of junior high school teachers, their level of work performance in different areas, and the instructional supervision practices of administrators. The section also examines the relationships between these variables to explain how supervision and teacher characteristics are connected to work performance. The discussion aims to provide insights that can help school leaders and teachers improve instructional practices and support teachers for continuous professional growth.

Profile of the Junior High School Teachers

One of the concerns of this study is the profile of junior high school teachers in terms of variables like age, sex, educational attainment, years of teaching experience, trainings and seminars attended, teaching load, and teaching position. These profile variables were included to provide a clear description of the respondents and to serve as a basis for analyzing possible relationships between the teachers' personal and professional characteristics and their work performance. Data gathered along this concern are presented in Table 1 on the next page.

Table 1. *Profile of Junior High School Teachers*

<i>Age</i>	<i>N</i>	<i>%</i>
20-29 years old	40	25.00
30-39 years old	64	40.00
40-49 years old	39	24.40
50-59 years old	12	7.50
60 years old and above	5	3.10
Sex		
Male	37	23.10
Female	123	76.90
Educational Attainment		
Bachelor's Degree	29	18.10
With Master's Unit	78	48.70
Master's Degree	38	23.80
With the Doctoral Unit	8	5.00
Doctoral Degree	7	4.40
Years of Teaching Experience		
0-5 years	47	29.40
6-10 years	45	28.10
11-15 years	41	25.60
16-20 years	11	6.90
More than 20 years	16	10.00
Trainings and Seminars Attended		
None	3	1.90
1-3	43	26.90
4-6	44	27.50
7-9	16	10.00
10 or more	54	33.80
Teaching Loads		
1-2	8	5.00
3-4	15	9.40
5-6	129	80.60
7-8	8	5.00
More than 8 classes	0	0.00

Legend: *N* = frequency (number of teachers); % = percentage of the total respondents (*N* = 160).

Age. The age distribution of junior high school teachers, where most of them fall between 30 and 39 years old (*N*=64, 40%), with the next largest groups being 20 to 29 years old (*N*=40, 25%), and 40 to 49 years old (*N*=39, 24.40%). Additionally, the smallest groups are those aged 50 to 59 (*N*=12, 7.50%) and 60 or older (*N*=5, 3.10%).

The age distribution of junior high school teachers indicates that most are in their early to mid-career stage, particularly those aged 30–39. This suggests a workforce of teachers already grounded in classroom experience, while being flexible and open to new teaching approaches (OECD, 2020). Teachers in this age range often balance confidence in their practice with a willingness to adapt to changes in the curriculum and school policies. The considerable number of teachers aged 20–29 also points to a healthy entry of younger educators into the profession, bringing energy, fresh ideas, and stronger familiarity with technology into the classroom.

Moreover, the presence of teachers aged 40–49 reflects the importance of experience and maturity in sustaining effective teaching practices. These teachers often serve as mentors and role models for younger colleagues, helping maintain consistency and professional standards within the school (Vázquez-Cano et al., 2023). The smaller number of teachers aged 50 and above may be due to retirement or shifting career priorities, which highlights the need for schools to intentionally pass on expertise before senior teachers leave the profession. The age profile suggests a balanced teaching force showing the interplay between experience and innovation in support of quality education.

Sex. The data presented in the profile of junior high school teachers in terms of sex shows that the majority are female teachers (*N*=123, 76.90%), while only 37 are male teachers (23.10%). The findings show that the junior high school teaching force is predominantly female, reflecting a common pattern in basic education. This may be influenced by long-standing perceptions of teaching as a nurturing

profession and by greater female participation in education-related careers. The strong presence of female junior high school teachers also helps challenge gender stereotypes in the subject and provides positive role models for students. Although fewer in number, male teachers still contribute valuable perspectives in the classroom, highlighting the importance of promoting gender inclusivity in the teaching workforce (OECD, 2019).

Educational Attainment. Most junior high school teachers are taking master's units ($N = 78$, 48.70%), while 38 of them have already obtained a master's degree (23.80%). In addition, 29 teachers (18.10%) have a bachelor's degree as their highest educational attainment. Furthermore, the table shows that the fewest teachers have obtained doctoral units ($N = 8$, 5.00%) or a doctoral degree ($N = 7$, 4.40%). The high proportion of teachers pursuing or holding graduate degrees reflects a strong commitment to professional development and continuous improvement in teaching practice. This trend is important, as higher levels of teacher educational attainment have been associated with improved instructional quality and better student learning outcomes (Liu, 2021).

Years of Teaching Experience. In terms of years of teaching experience, junior high school teachers. The largest groups have teaching experience ranging from 0 to 5 years ($N = 47$, 29.40%), with the next largest groups being 6 to 10 years ($N=45$, 28.1%) and 11 to 15 years ($N = 41$, 25.60%). Meanwhile, 11 teachers (6.90%) have accumulated 16 to 20 years of teaching experience, and 16 teachers (10.00%) have been in the profession for more than 20 years. The distribution of years of teaching experience suggests a workforce largely composed of early- to mid-career teachers, indicating strong potential for growth, adaptability, and ongoing professional development. According to Gore et al. (2023), teachers with fewer years of experience often bring fresh ideas and new instructional strategies, while more experienced teachers contribute stability, mentorship, and deep insight into classroom practice. This balance of experience levels can positively influence instructional quality and student outcomes, as research shows that teacher experience is a key factor in effective teaching and improved learner achievement.

Training and Seminars Attended. The data presented in the profile of junior high school teachers includes the training and seminars they have attended. The majority have participated in 10 or more trainings and seminars ($N=54$, 33.80%). Meanwhile, 44 teachers (27.50%) have attended 4 to 6 trainings, and 43 teachers have attended 1 to 3 trainings and seminars (26.90%). Although some teachers have attended 7 to 9 trainings and seminars ($N=16$, 10%), only a few have not attended any training or seminar ($N=3$, 1.90%).

The findings suggest that most junior high school teachers place real value on continuous learning, as shown by their active participation in trainings and seminars. Attending professional development activities allows teachers to refine their teaching strategies, stay updated with curriculum changes, and respond better to the diverse needs of their students. This strong engagement reflects a positive professional attitude toward growth and improvement, which is essential in a subject like mathematics that requires both content mastery and effective pedagogy (Calingayan, 2025). However, the small number of teachers who have not attended any training points to the need for schools to provide more inclusive and accessible professional development opportunities, since sustained and high-quality training has been shown to significantly improve teaching practices and student learning outcomes, as found by Nawas et al. (2025).

Teaching Loads. The teaching load presented in the profile of junior high school teachers shows that the majority carry 5 to 6 teaching loads ($N = 129$, 80.60%). In contrast, 15 teachers (9.40%) have 3 to 4 loads, while 8 teachers (5%) have 2 to 3 loads, and another 8 (5%) have 7 to 8 loads. No teacher has more than 8 teaching loads.

The teaching load distribution shows that most junior high school teachers handle 5 to 6 classes, suggesting a workload that is generally standardized and manageable within the school setting. Having a balanced teaching load is important, as it allows teachers to allocate sufficient time for lesson preparation, assessment, and professional responsibilities without excessive strain. When teaching loads are reasonable, teachers are more likely to maintain instructional quality, engage in reflective practice, and avoid burnout. Research supports this view, indicating that manageable workloads are closely linked to teacher well-being, effectiveness, and sustained performance in the classroom (Guimary et al., 2022; Impuesto, 2024; Pamunag & Mosquera, 2025).

Level of Work Performance Among Junior High School Teachers

The level of work performance among junior high school teachers was evaluated across several key areas, including content knowledge and pedagogical skills, instructional delivery and classroom management, assessment and feedback practices, learning environment and student engagement, professional growth and development, and commitment and work ethics. The results provide insights into how effectively teachers perform their roles in delivering quality education and fostering student learning. Each area was assessed using a self-made Likert scale, and the mean was calculated to determine the level of performance. The findings highlight the teachers' strengths as well as areas that may benefit from further improvement. Overall, this assessment offers a comprehensive view of the teachers' instructional competence and professional behavior. Data gathered along this concern are presented in Tables 2 to 7.

Table 2 shows the level of work performance among junior high school teachers in terms of content knowledge and pedagogical skills, particularly the mean level of teaching performance. The results show that teachers' content knowledge and pedagogical skills are always demonstrated ($M = 4.66$). All indicators yielded mean scores between 4.56 and 4.77, which are interpreted as Outstanding.

Table 2. *Level of Work Performance Among Junior High School Teachers in terms of Content Knowledge and Pedagogical Skills*

<i>Content Knowledge and Pedagogical Skills As a Junior HS Teacher, I...</i>	<i>M</i>	<i>Interpretation</i>
Adjust the teaching methods to meet students' needs.	4.77	Outstanding
Integrate real-life examples when explaining concepts.		Outstanding
Use appropriate teaching strategies suited to the lesson.	4.76	Outstanding
Demonstrate mastery of the topics.		Outstanding
Ensure that learning objectives are met in every lesson.	4.67	Outstanding
Always demonstrate a strong grasp of the subject matter.	4.66	Outstanding
Explain difficult topics in ways that are easy to understand.	4.62	Outstanding
Make lessons relevant to students' experiences.	4.61	Outstanding
Apply effective questioning techniques to enhance learning.	4.61	Outstanding
Use a variety of instructional resources to support student learning.	4.56	Outstanding
Overall	4.66	Outstanding

Legend: *M* = mean; *O* = outstanding (4.21-5.00); *VS* = very satisfactory (3.41-4.20); *S* = satisfactory (2.61-3.40); *F* = fair (1.81-2.60); *P* = poor (1.00-1.80)

Among the indicators, adjusting teaching methods to meet students' needs obtained the highest mean ($M = 4.77$), while the use of varied instructional resources recorded the lowest mean ($M = 4.56$). The consistently high mean scores across all indicators suggest that teachers demonstrate strong content mastery and effective pedagogical practices. The results show that generally junior high school teachers always demonstrate outstanding performance when it comes to both content knowledge and pedagogical skills. Teachers appear confident in their subject areas and are able to explain lessons clearly and effectively, helping students understand even challenging concepts. What stands out most is their ability to adjust teaching methods to meet students' needs, which suggests that teachers are attentive, flexible, and responsive to the different learning abilities present in their classrooms. According to Bhardwaj et al. (2025), a learner-centered approach where teaching is adapted rather than rigidly applied is essential to creating educational experiences that meet the demands of both students and the continuously advancing fields of science and technology.

While all areas were rated often, the slightly lower score on the use of varied instructional resources suggests a small area for growth. Teachers are clearly effective in delivering lessons and meeting learning objectives, but expanding the range of instructional materials could further enrich student engagement and learning experiences. Overall, the findings paint a positive picture of teachers who are skilled, reflective, and committed to effective teaching, creating classroom environments that support meaningful and successful learning.

Table 3. *Level of Work Performance Among Junior High School Teachers in terms of Instructional Delivery and Classroom Management*

<i>Instructional Delivery and Classroom Management As a Junior HS Teacher, I...</i>	<i>M</i>	<i>Interpretation</i>
Encourage active student participation in class.	4.73	Outstanding
Maintain discipline while creating a positive classroom atmosphere.	4.71	Outstanding
Give clear instructions and directions to students.	4.69	Outstanding
Use teaching aids and technology to support instruction.	4.66	Outstanding
Deliver lessons clearly and systematically.	4.64	Outstanding
Establish clear rules and expectations for students.	4.64	Outstanding
Use engaging teaching methods to maintain student interest.	4.61	Outstanding
Handle classroom disruptions effectively.	4.61	Outstanding
Use strategies to maximize learning time.	4.61	Outstanding
Manage classroom time efficiently.	4.54	Outstanding
Overall	4.64	Outstanding

Legend: *M* = mean; *O* = outstanding (4.21-5.00); *VS* = very satisfactory (3.41-4.20); *S* = satisfactory (2.61-3.40); *F* = fair (1.81-2.60); *P* = poor (1.00-1.80)

The study aimed to investigate the level of work performance of junior high school teachers in terms of instructional delivery and classroom management, and it is illustrated in Table 3 that the mean ranges from 4.54 to 4.73, which is interpreted as Outstanding. Further, it is apparent that among indicators, encouraging active student participation in class obtained the highest mean ($M=4.73$), while managing classroom time efficiently obtained the lowest ($M=4.54$). Moreover, the overall mean of 4.64 indicates that, in general, all indicators are interpreted as Outstanding, which suggests that teachers demonstrate strong instructional delivery and classroom management. The results show that junior high school teachers are doing an outstanding job when it comes to both delivering lessons and managing their classrooms. Teachers are able to explain lessons clearly, give easy-to-follow instructions, and keep their classes organized, which helps students stay focused and understand what is expected of them. The outstanding ratings for classroom discipline and handling disruptions suggest that teachers are able to maintain order without creating a tense environment, allowing learning to happen smoothly.

This indicates how well teachers encourage student participation and create a positive classroom atmosphere, implying that classrooms are not only well-managed but also engaging and supportive, where students feel comfortable taking part in discussions and activities. The effective use of teaching aids and technology further helps sustain interest and improve understanding (Nghitoolwa et al., 2024;

Ullah & Anwar, 2020). Overall, these results suggest that the junior high school teachers are successful in balancing structure and warmth in the classroom, creating learning environments that are both productive and student-friendly. Additionally, the consistently outstanding ratings across all indicators imply that teachers are not only competent in instructional delivery but also intentional in applying effective classroom management strategies. This reflects their ability to adapt teaching methods to learners' needs while maintaining discipline and engagement. Such practices contribute to a stable and conducive learning environment that supports sustained student attention and improved academic performance.

Table 4. *Level of Work Performance Among Junior High School Teachers in Terms of Assessment and Feedback Practices*

<i>Assessment and Feedback Practices As a Junior HS Teacher, I ...</i>	<i>M</i>	<i>Interpretation</i>
Make sure assessments are fair and unbiased.	4.73	Outstanding
Explain grading criteria clearly to students.	4.69	Outstanding
Check for understanding throughout the lesson.	4.68	Outstanding
Provide feedback that motivates students to do better.	4.66	Outstanding
Use varied assessment tools to evaluate student learning.	4.64	Outstanding
Give opportunities for students to reflect on their learning.	4.63	Outstanding
Design tests that match the learning objectives.	4.62	Outstanding
Use assessment results to adjust my teaching methods.	4.61	Outstanding
Provide constructive comments to help students improve.	4.56	Outstanding
Give timely feedback on students' performance.	4.54	Outstanding
Overall	4.64	Outstanding

Legend: *M* = mean; *O* = outstanding (4.21-5.00); *VS* = very satisfactory (3.41-4.20); *S* = satisfactory (2.61-3.40); *F* = fair (1.81-2.60); *P* = poor (1.00-1.80)

Table 4 presents the level of work performance among junior high school teachers in terms of assessment and feedback practices. Overall, the junior high school teachers performed outstandingly in assessment and feedback practices, as shown in the overall mean value of 4.64. Among the indicators, ensuring that assessments are fair and unbiased obtained the highest mean ($M = 4.73$), followed by clearly explaining the grading criteria to students ($M = 4.69$). Meanwhile, providing timely feedback on students' performance recorded the lowest mean ($M = 4.54$); however, this indicator is still interpreted as Outstanding, suggesting that teachers demonstrate strong assessment and feedback practices overall. These findings have meaningful implications for teacher development and classroom practice. The consistently high scores across assessment and feedback indicators suggest that professional development focused on assessment literacy helps teachers build confidence and competence in evaluating student learning and using assessment results to guide instruction. Recent research shows that targeted professional development programs that are ongoing, collaborative, and context-specific are more effective in helping teachers deepen their assessment knowledge and enact new practices in real classroom settings rather than one-off workshops alone. Such sustained support enables teachers to move beyond basic assessment skills toward more reflective and purposeful use of assessment to drive learning improvements (Al-Akbari et al., 2025; Ventista & Brown, 2023).

However, the ratings for timely and detailed feedback, while still described as Outstanding, highlight a common challenge: teachers often aim to provide rich feedback but face time pressures and workload demands that limit how consistently they can do so. Research on feedback literacy suggests that teachers need both the skills to design effective feedback and the time and structural support—for example, collaborative planning time, coaching, or technology tools—that can make timely, actionable feedback more feasible in everyday practice (Asregid et al., 2023; Guo et al., 2025). By creating spaces for teachers to work together to analyze assessment data and share strategies for efficient, motivational feedback, schools not only enhance individual teacher performance but also foster a culture of continuous improvement that benefits students.

Table 5. *Level of Work Performance Among Junior High School Teachers in Terms of Learning Environment and Student Engagement*

<i>Learning Environment and Student Engagement As a Junior HS Teacher, I ...</i>	<i>M</i>	<i>Interpretation</i>
Show concern for students' academic and personal well-being.	4.76	Outstanding
Maintain a classroom environment that fosters learning.	4.76	Outstanding
Encourage students to respect each other's opinions.	4.74	Outstanding
Motivate students to participate actively in class discussions.	4.74	Outstanding
Create a welcoming atmosphere in the classroom.	4.73	Outstanding
Create activities that keep students engaged.	4.73	Outstanding
Foster a positive and inclusive learning environment.	4.73	Outstanding
Encourage students to ask questions freely.	4.70	Outstanding
Promote collaborative learning among students.	4.69	Outstanding
Support students in developing critical thinking skills.	4.63	Outstanding
Overall	4.72	Outstanding

Legend: *M* = mean; *O* = outstanding (4.21-5.00); *VS* = very satisfactory (3.41-4.20); *S* = satisfactory (2.61-3.40); *F* = fair (1.81-2.60); *P* = poor (1.00-1.80)

Presented in Table 5 is the mean level of work performance among junior high school teachers in terms of learning environment and student engagement. The results indicate that the overall mean is 4.72, which is descriptively interpreted as Outstanding. The mean values across the indicators range from 4.63 to 4.76. The highest mean scores were obtained by the indicators reflecting concern for students' academic and personal well-being ($M = 4.76$) and maintaining a classroom environment that fosters learning ($M = 4.76$). In contrast, supporting students in developing critical thinking skills obtained the lowest mean ($M = 4.63$). Despite this variation, both the highest and lowest mean scores fall under the descriptive interpretation of Outstanding, suggesting that teachers exhibit a consistently high level of work performance in terms of learning environment and student engagement.

The results show that junior high school teachers demonstrate outstanding effectiveness in creating classrooms where students feel welcome, valued, and encouraged to learn. Teachers make a clear effort to build a positive atmosphere by promoting respect, inclusivity, and care for students' academic and personal well-being. This suggests that classrooms are safe spaces where students feel comfortable expressing their ideas, asking questions, and participating without fear of judgment. Hardie et al. (2022) highlight that when preceptors create a psychologically safe and welcoming environment, students feel comfortable asking questions, sharing ideas, and learning effectively, which leads to better collaboration, positive experiences, and overall well-being. The findings also highlight how teachers engage students in the learning process. By encouraging active participation, collaborative work, and meaningful activities, teachers help keep students interested and involved in their lessons. Their support for critical thinking shows that learning goes beyond memorizing formulas and focuses on understanding and problem-solving. Overall, these results suggest that the junior high school teachers successfully create supportive and engaging learning environments that motivate students and help them develop both academically and personally.

Table 6. *Level of Work Performance Among Junior High School Teachers in terms of Professional Growth and Development*

<i>Professional Growth and Development As a Junior HS Teacher, I ...</i>	<i>M</i>	<i>Interpretation</i>
Attend seminars and trainings to improve my skills.	4.73	Outstanding
Strive to improve my teaching through feedback from others.	4.72	Outstanding
Seek opportunities to enhance my teaching competence.	4.69	Outstanding
Collaborate with colleagues to improve instruction.	4.69	Outstanding
Reflect on my teaching practices for continuous improvement.	4.69	Outstanding
Set professional goals to enhance my effectiveness as a teacher.	4.66	Outstanding
Keep myself updated with new teaching trends.	4.65	Outstanding
Read educational materials to expand my knowledge.	4.63	Outstanding
Participate in professional learning communities.	4.63	Outstanding
Apply new strategies learned from professional development activities.	4.61	Outstanding
Overall	4.67	Outstanding

Legend: M = mean; O = outstanding (4.21-5.00); VS = very satisfactory (3.41-4.20); S = satisfactory (2.61-3.40); F = fair (1.81-2.60); P = poor (1.00-1.80)

Table 6 shows the mean scores of the indicators of work performance among junior high school teachers in terms of professional growth and development. The results show that the mean values are closely clustered, ranging from 4.61 to 4.73. While applying new strategies learned from professional development activities obtained the lowest mean ($M = 4.61$), attending seminars and trainings to improve teaching skills obtained the highest mean ($M = 4.73$). The overall mean of 4.67 is descriptively interpreted as Outstanding, suggesting that junior high school teachers demonstrate strong professional growth and development. The results show that junior high school teachers are always performing at an outstanding level when it comes to professional growth and development. They do not see professional development as just a requirement to tick off, but as a real opportunity to improve their teaching. Many teachers actively attend seminars and trainings, and they make a conscious effort to apply the new strategies they learn. This shows a genuine commitment to learning and staying up-to-date with the latest teaching trends.

Collaboration and reflection also stand out as major strengths among these teachers. High scores in working with colleagues, participating in professional learning communities, and reflecting on their own work indicate that they value shared learning and continuous improvement. By exchanging ideas and learning from each other's experiences, teachers are better able to tackle classroom challenges. Setting professional goals and being open to feedback also show that they are growth-minded, always looking for ways to refine their practice (Cojorn & Sonsupap, 2024).

These findings suggest that junior high school teachers are proactive, motivated, and committed to developing their skills. Their engagement in professional growth not only strengthens their own work but also positively impacts their students' learning. Ventista and Brown (2023) noted that this culture of continuous development reflects a teaching workforce that is reflective, collaborative, and dedicated to long-term excellence in education. Similar results are echoed by Velasquez et al. (2023), where peers learn by sharing similar experiences, structure, and restructure of new teaching knowledge, and the development of continuous resilience to deal with and overcome difficulties in the professional practice.

Table 7 shows the level of work performance among junior high school teachers in terms of commitment and work ethics. The results indicate that teachers' commitment to and adherence to work ethics are always demonstrated ($M = 4.77$).

Table 7. *Level of Work Performance Among Junior High School Teachers in terms of Commitment and Work Ethics*

<i>Commitment and Work Ethics As a Junior HS Teacher, I ...</i>	<i>M</i>	<i>Interpretation</i>
Accomplish my teaching duties with dedication.	4.81	Outstanding
Serve as a role model of good values to my students.	4.80	Outstanding
Treat all students fairly and without bias.	4.79	Outstanding
Demonstrate a strong sense of responsibility in my work.	4.78	Outstanding
Show integrity in my professional responsibilities.	4.77	Outstanding
Go beyond my responsibilities to help students succeed.	4.76	Outstanding
Adhere to school policies and guidelines.	4.76	Outstanding
Respect deadlines and submit reports on time.	4.76	Outstanding
Come to class prepared with lesson plans and materials.	4.72	Outstanding
Demonstrate punctuality and regular attendance.	4.70	Outstanding
Overall	4.77	Outstanding

Legend: *M* = mean; *O* = outstanding (4.21-5.00); *VS* = very satisfactory (3.41-4.20); *S* = satisfactory (2.61-3.40); *F* = fair (1.81-2.60); *P* = poor (1.00-1.80)

All indicators yielded mean scores ranging from 4.70 to 4.81, all of which are interpreted as Outstanding. Among the indicators, accomplishing teaching duties with dedication obtained the highest mean ($M = 4.81$), while demonstrating punctuality and regular attendance recorded the lowest mean ($M = 4.70$). The consistently high mean scores across all indicators suggest that teachers demonstrate strong commitment and work ethic. These findings suggest that teachers not only take their work seriously but also model ethical and responsible behavior in the classroom, which can positively influence student engagement and learning outcomes. When teachers are committed and uphold strong work ethics, they create a supportive and motivating environment that benefits the whole school community. Supporting these practices through professional development and a culture that values dedication and ethical conduct can help sustain high teaching standards and foster long-term success for both teachers and students (Hardie, 2022; Ingersoll et al., 2021).

Level of Instructional Supervision Practices of Administrators on the Work Performance of Junior High School Teachers

The level of instructional supervision practices of administrators on the work performance of junior high school teachers was assessed in terms of classroom observation and feedback, professional development support, instructional planning and curriculum guidance, and monitoring and evaluation of work performance. This evaluation provides insights into how administrators support and guide teachers to enhance instructional effectiveness and overall work performance. Each area was measured using a Likert scale, and the results were analyzed through mean and standard deviation to determine the extent of supervisory practices. The findings highlight the strengths of administrators in providing guidance as well as areas where further support may be needed.

Furthermore, this assessment underscores the vital role of effective instructional supervision in fostering teacher growth and improving student learning outcomes. By examining these supervisory practices, the study aims to identify patterns that contribute to teachers' professional competence and instructional quality. The results presented in the table serve as a basis for recommending strategies to strengthen administrative support and promote continuous improvement in teaching performance. Moreover, Table 8 presents a comprehensive overview of how instructional supervision practices are implemented by school administrators in actual school settings. It provides a clear quantitative representation of the extent to which each supervisory area is observed and practiced. The table also helps in identifying which aspects of supervision are most strongly demonstrated and which may require further enhancement. In this way, the data serve as an important basis for evaluating the effectiveness of administrative support in improving teachers' work performance.

Table 8. *Level of Instructional Supervision Practices of Administrators on the Work Performance of Junior High School Teachers in terms of Classroom Observation and Feedback*

<i>Classroom Observation and Feedback The Supervisor.....</i>	<i>M</i>	<i>Interpretation</i>
Provide observation feedback that helps teachers identify strategies for improving their teaching	4.75	VHP
Conduct post-observation conferences that guide teachers in reflecting on their teaching practices.	4.71	VHP
Use clear and established criteria when Use clear and established criteria when.	4.70	VHP
Acknowledge and recognize effective teaching practices demonstrated by teachers.	4.70	VHP
Gives feedbacks/suggestions that helps me improve my teaching	4.69	VHP
Provide opportunities for teachers to clarify and discuss feedback.	4.67	VHP
Provide constructive feedback to teachers following classroom observations.	4.66	VHP
Demonstrate effective supervisory practice by giving observation feedback that recognizes teachers' strengths and outlines areas for development.	4.66	VHP
Demonstrate positive instructional supervision by ensuring that classroom visits are supportive, growth-oriented, and not punitive	4.61	VHP
Conduct announced and surprised classroom observations.	4.51	VHP
Overall	4.61	VHP

Legend: *M* = mean; *VHP* = very highly practiced (4.21-5.00); *HP* = highly practiced (3.41-4.20); *MP* = moderately practiced (2.61-3.40); *FP* = fairly practiced (1.81-2.60); *NP* = not practiced (1.00-1.80).

Presented in Table 8 is the mean level of instructional supervision practices of school administrators on the work performance of junior high school teachers in terms of classroom observation and feedback. The results indicate that the overall mean is 4.67, which is descriptively interpreted as Very Highly Practiced. The mean scores range from 4.51 to 4.75. The highest mean was obtained by the indicator “observation feedback helps in identifying strategies for improvement” ($M = 4.75$).

On the other hand, conducting regular classroom observations obtained the lowest mean ($M = 4.51$). Despite this variation, both the highest and lowest mean scores fall under the descriptive interpretation of Very Highly Practiced, suggesting that the level of instructional supervision practices of administrators on the work performance of junior high school teachers is high in terms of classroom observation and feedback.

These findings suggest that instructional supervision is Very Highly Practiced, particularly when it integrates careful classroom observation with constructive and actionable feedback. Supervision is not just about checking boxes, but a way to support teachers’ work growth and help them improve their classroom practice (Legede et al., 2025). For instance, Putra and Yanto (2025) found that when administrators observe classes closely and provide clear feedback, teachers are more likely to adjust their teaching strategies and boost student learning. Likewise, Miller (2023) highlights that supervision that encourages collaboration, reflection, and ongoing improvement strengthens teachers’ confidence and effectiveness.

Table 9. *Level of Instructional Supervision Practices of Administrators on the Work Performance of Teachers in terms of Professional Development Support*

<i>Professional Development Support The Supervisor</i>	<i>M</i>	<i>Interpretation</i>
Ensure that professional development activities are aligned with teachers’ teaching goals.	4.68	VHP
Encourage teachers to attend relevant professional development and training programs.	4.67	VHP
Provide mentoring to help teachers enhance their teaching skills.	4.66	VHP
Provide guidance to teachers on applying learnings from professional development activities.	4.66	VHP
Support teachers in pursuing professional growth opportunities.	4.65	VHP
Ensure that teachers have access to training programs that enhance their teaching skills.	4.64	VHP
Provide opportunities for teachers to share knowledge and skills gained from trainings.	4.64	VHP
Provide support that motivates teachers to pursue professional growth.	4.64	VHP
Recommend seminars and professional development activities that align with teachers’ individual needs.	4.61	VHP
Ensure that resources are allocated to support teachers’ professional development.	4.56	VHP
Overall	4.64	VHP

Legend: M = mean; VHP = very highly practiced (4.21–5.00); HP = highly practiced (3.41–4.20); MP = moderately practiced (2.61–3.40); FP = fairly practiced (1.81–2.60); NP = not practiced (1.00–1.80).

Table 9 presents the level of instructional supervision practices of administrators on teachers’ work performance in terms of professional development support. The overall mean of 4.64, interpreted as Very Highly Practiced (VHP), indicates that administrators consistently provide strong support for teachers’ professional growth and continuous learning. Among the indicators, the highest mean scores were obtained by ensuring that professional development activities are aligned with teachers’ teaching goals ($M = 4.68$) and encouraging teachers to attend relevant professional development and training programs ($M = 4.67$).

These results suggest that administrators prioritize aligning development initiatives with instructional needs and actively promote teacher participation in capacity-building activities. Other indicators, such as providing mentoring to enhance teaching skills ($M = 4.66$), guiding teachers in applying learnings from professional development ($M = 4.66$), and supporting teachers in pursuing professional growth opportunities ($M = 4.65$), also received very high ratings. This implies that administrators not only encourage professional development but also ensure that teachers are supported in translating new knowledge into classroom practice.

Meanwhile, ensuring access to training programs ($M = 4.64$), providing opportunities for knowledge sharing ($M = 4.64$), and motivating teachers to pursue professional growth ($M = 4.64$) further reflect a strong culture of collaboration and continuous improvement within the school.

On the other hand, the indicators recommending seminars aligned with individual needs ($M = 4.61$) and ensuring resources are allocated to support professional development ($M = 4.56$) obtained the lowest mean scores, though still interpreted as Very Highly Practiced. These findings suggest that while support is consistently evident, there is relatively less emphasis on individualized professional development planning and resource allocation.

Overall, the findings reveal that instructional supervision practices in terms of professional development support are Very Highly Practiced, indicating that administrators play an active and significant role in fostering teachers’ professional growth, enhancing instructional competence, and promoting a culture of lifelong learning. The results indicate that administrators play a strong and positive role in supporting the professional development of junior high school teachers. Teachers report that their administrators actively encourage them to attend relevant trainings, recommend seminars suited to their professional needs, and provide mentoring to enhance teaching skills. The alignment of professional development activities with teachers’ goals shows that these efforts are purposeful and meaningful, ensuring that the knowledge and strategies gained can be applied effectively in the classroom. Teachers also feel that they have opportunities to share insights from trainings and receive guidance on applying what they have learned, which fosters

collaboration, reflection, and continuous improvement (Ajani, 2023; Murray et al., 2024).

These findings suggest that supportive supervision is closely associated with both teacher growth and work performance. According to Villanueva and Embodo (2024), when administrators provide encouragement, guidance, and the necessary resources, teachers are motivated to engage in continuous learning and refine their instructional practices. This, in turn, enhances classroom instruction and can positively influence student learning outcomes. Beyond academic performance, effective supervision promotes a culture of growth within the school, where teachers feel valued, guided, and equipped to succeed. It also strengthens teachers' confidence in implementing innovative teaching strategies and responding effectively to diverse learner needs. Moreover, consistent support from school administrators fosters professional commitment and a stronger sense of responsibility among teachers. In this way, administrators are not just overseeing teaching but are shaping a more competent, confident, and motivated teaching workforce.

Additionally, the consistently high ratings imply that professional development is not treated as a one-time activity but as a continuous and well-supported process within the school. This sustained support enables teachers to remain updated with current pedagogical trends and adapt more effectively to changing educational demands. It also reflects a proactive leadership approach where administrators anticipate teachers' developmental needs and respond accordingly. Ultimately, such practices reinforce a professional learning environment that contributes to long-term improvements in both teaching quality and student achievement.

Table 10. *Level of Instructional Supervision Practices of Administrators on the Work Performance of Instructional Planning and Curriculum Guidance*

<i>Instructional Planning and Curriculum Guidance The Supervisor.....</i>	<i>M</i>	<i>Interpretation</i>
Guide teachers in integrating values and life skills into their lessons.	4.73	VHP
Encourage teachers to implement diverse teaching strategies in the classroom.	4.64	VHP
Help teachers ensure that their lesson plans are student-centered.	4.64	VHP
Guide teachers in aligning their lessons with curriculum standards.	4.62	VHP
I receive advice on designing effective lesson plans.	4.62	VHP
Provide advice to teachers on designing effective lesson plans	4.62	VHP
Provide feedback to teachers on improving their instructional materials	4.61	VHP
Provide guidance to teachers on pacing lessons appropriately.	4.60	VHP
Provide clear expectations to guide teachers in instructional planning.	4.57	VHP
Assist teachers in planning effective instructional strategies.	4.52	VHP
Overall	4.62	VHP

Legend: M = mean; VHP = very highly practiced (4.21–5.00); HP = highly practiced (3.41–4.20); MP = moderately practiced (2.61–3.40); FP = fairly practiced (1.81–2.60); NP = not practiced (1.00–1.80).

The study also aimed to investigate the level of instructional supervision practices of administrators on the work performance of junior high school teachers in instructional planning and curriculum guidance. This is illustrated in Table 10, where the mean ranges from 4.52 to 4.73, which is interpreted as Very Highly Practiced.

Furthermore, it is apparent that among the indicators, teachers guided by supervisors in integrating values and life skills into lessons obtained the highest mean ($M=4.73$) while supervisors helping teachers in planning their instructional strategies obtained the lowest ($M=4.52$), although both are interpreted as very highly practiced. Moreover, the overall mean of 4.62 indicates that, in general, all indicators are interpreted as Very Highly Practiced, suggesting that teachers receive strong instructional planning and curriculum guidance.

The results indicate that administrators play a Very Highly Practiced and supportive role in enhancing the instructional planning and curriculum guidance of junior high school teachers. With an overall mean score of 4.62, it is evident that teachers consistently perceive strong guidance from their administrators in this aspect of teaching. Administrators help teachers plan their instructional strategies, provide clear expectations for lesson design, and ensure alignment with curriculum standards. This level of support not only reinforces good planning practices but also ensures that teaching is structured, purposeful, and aligned with the learning objectives set by the curriculum. Studies suggest that effective instructional supervision helps teachers understand curriculum expectations and translate them into effective classroom practices, improving coherence between curriculum and instruction (Akpalu et al., 2025; Quilala & Tantiado, 2025).

Teachers report receiving constructive advice on designing effective lesson plans, feedback on improving instructional materials, and encouragement to use diverse teaching strategies. High scores, such as 4.73 for guidance in integrating values and life skills into lessons, indicate that administrators emphasize the importance of holistic education, ensuring that lessons go beyond academic knowledge to nurture students' personal growth and ethical development. Administrators also guide teachers in making lessons student-centered and pacing them appropriately. This integration is discussed in Gordon (2023), noting positive benefits for schools, teachers, and students. This helps cater to different learning needs and ensures that lessons are engaging, inclusive, and effective.

These results suggest that the level of instructional supervision practices in terms of instructional planning and curriculum guidance is Very Highly Practiced, as reflected in the strong ratings indicating teachers' instructional competence and confidence. By providing mentorship, feedback, and practical strategies, administrators help teachers improve the quality of their lessons, meet curriculum goals,

and foster meaningful learning experiences for students.

The paper of Machost and Stains (2023) discussed how such supervision encourages reflective practice and continuous improvement, cultivating a teaching environment where educators feel guided, supported, and empowered to deliver instruction that is not only academically sound but also responsive to students' diverse needs. Furthermore, regular guidance from school administrators helps teachers align their instructional strategies with curriculum standards and learning objectives. It also promotes collaboration and professional dialogue among teachers, which contributes to more effective lesson planning and improved classroom practices.

Table 11. Level of Instructional Supervision Practices of Administrators on the Work Performance in terms of Monitoring and Evaluation of Teaching Performance

<i>Monitoring and Evaluation of Teaching Performance</i>	<i>M</i>	<i>Interpretation</i>
Guide teachers in using evaluation results to improve their teaching practices.	4.68	VHP
Inform teachers about their strengths and areas needing improvement.	4.67	VHP
Use performance appraisals to motivate teachers to improve their teaching	4.66	VHP
Provide teachers with timely feedback following performance evaluations	4.63	VHP
Recognize and acknowledge teachers' accomplishments in teaching.	4.63	VHP
Conduct performance evaluations in a fair and objective manner.	4.62	VHP
Monitor teachers' progress following performance evaluations.	4.58	VHP
Provide teachers with written reports of their performance evaluations.	4.66	VHP
Discuss evaluation results with teachers in a constructive manner	4.54	VHP
Regularly monitor teachers' teaching performance.	4.46	VHP
Overall	4.60	VHP

Legend: M = mean; VHP = very highly practiced (4.21–5.00); HP = highly practiced (3.41–4.20); MP = moderately practiced (2.61–3.40); FP = fairly practiced (1.81–2.60); NP = not practiced (1.00–1.80).

Table 11 shows the level of instructional supervision practices of administrators on the work performance of junior high school teachers in terms of monitoring and evaluation of teaching performance. All indicators yielded mean scores ranging from 4.46 to 4.68, all of which are interpreted as Very Highly Practiced. Among the indicators, using evaluation results to improve teaching practices obtained the highest mean ($M = 4.68$), while having an administrator who regularly monitors work performance recorded the lowest mean ($M = 4.46$). Also, the results indicate that the overall level of instructional supervision practices in terms of monitoring and evaluation of work performance is often demonstrated ($M = 4.60$). The consistently high mean scores across all indicators suggest that teachers receive strong monitoring and evaluation of their work performance.

The results show that administrators are doing a highly practiced job when it comes to monitoring and evaluating teachers' work performance. Teachers feel that their work is regularly observed and that evaluations are fair, objective, and communicated clearly. The results also highlight that feedback is given on time and in a constructive way, with administrators recognizing teachers' efforts while also pointing out areas that can still be improved. This suggests that evaluation is not treated as a fault-finding process but as a supportive way to help teachers grow.

Hoque et al. (2020) found that in secondary schools in Kuala Lumpur, teachers' performance and attitudes were generally moderate after supervision, and while most supervisory practices showed little impact, directive supervision stood out as positively influencing both performance and attitude.

The effect of these practices in having a strong positive effect on teachers' motivation and performance is documented in Boadi et al. (2024). When teachers feel valued, informed, and supported after evaluations, they are more likely to reflect on their teaching and make meaningful improvements. The fact that supervisors continue to monitor progress even after evaluations shows ongoing support rather than a one-time judgment. For schools, this means that maintaining a fair, encouraging, and growth-focused evaluation system can boost teacher morale, strengthen teaching practices, and ultimately create better learning experiences for students.

Relationship Between the Level of Instructional Supervision Practices of Supervisors and Work Performance of Teachers

Table 12. Correlation Results for the Relationship Between the Level of Instructional Supervision Practices of Administrators and Work Performance of Teachers

	<i>Correlation Coefficient (ρ)</i>	<i>p-value</i>
Level of Instructional Supervision Practices of Administrators vs Work Performance of Teachers	0.70*	0.00

* significant at 0.05 level

Legend: ρ = Pearson Product-Moment Correlation Coefficient; p-value = probability value.

The table shows correlation results for the relationship between the level of instructional supervision practices of administrators and the work performance of teachers. As observed in Table 12, the correlation coefficient is 0.70, which yielded a p-value less than 0.05; it is revealed statistically that there is indeed a significant correlation between the level of instructional supervision practices of administrators and work performance of teachers ($\rho = 0.70$, $p < 0.005$).

The results indicate an outstanding level of teachers' work performance that corresponds with a very highly practiced level of instructional supervision. This strong and statistically significant positive relationship suggests that when administrators consistently and effectively engage in monitoring, evaluation, and professional support, teachers are able to perform at an outstanding level. The very highly practiced supervision reflects systematic, regular, and constructive processes that go beyond mere evaluation, fostering a supportive professional environment. Consequently, teachers demonstrate outstanding performance as they become more confident, reflective, and competent in their instructional practices. This implies that instructional supervision, when implemented at a very high level, serves as a critical developmental mechanism that sustains and enhances teachers' excellence in their professional roles.

These findings are in line with educational research showing that effective supervision practices can lead to measurable gains in teacher performance. For example, studies have found that academic supervision programs significantly improve teaching skills and overall performance outcomes (Sobar, 2025) and that instructional supervision plays a key role in strengthening pedagogical competence and classroom effectiveness (Singerin, 2021). Literature reviews on academic supervision further emphasize its positive influence on teacher performance when supervision is thoughtfully planned and implemented (Hakim et al., 2021). These studies support the idea that strong instructional supervision is not just an administrative requirement but a powerful driver of teaching quality and professional growth.

Relationship Between the Profile of Junior High School Teachers and Their Work Performance

Table 13. *Correlation Results for the Relationship Between the Profile of Junior High School Teachers and Their Work Performance*

<i>Profile of Junior High School Teachers vs Work Performance</i>	<i>Correlation Coefficient (r)</i>	<i>p-value</i>
Teaching Position vs Work Performance of Teachers	0.07	0.41
Sex vs Work Performance of Teachers	0.02	0.76
Age vs Work Performance of Teachers	0.21*	0.01
Educational Attainment vs Work Performance of Teachers	0.28*	0.00
Years of Teaching Experience vs Work Performance of Teachers	0.18*	0.03
Trainings and Seminars Attended vs Work Performance of Teachers	0.11	0.19
Teaching Loads vs Work Performance of Teachers	0.02	0.77

* significant at 0.05 level

Legend: ρ = Pearson Product-Moment Correlation Coefficient; p-value = probability value.

The table presents the correlation analysis examining the relationship between the profile of junior high school teachers and their work performance. As indicated in Table 13, the results reveal a statistically significant correlation between age and work performance ($\rho = 0.21$, $p = 0.01$). In addition, educational attainment is significantly correlated with work performance ($\rho = 0.28$, $p < 0.0005$) and years of teaching experience ($\rho = 0.18$, $p = 0.03$). These findings indicate a positive relationship between selected teacher profile variables and work performance. Conversely, other profile variables, such as teaching position, sex, training and seminars attended, and teaching load, show no significant relationship with work performance.

The results show that several teacher profile factors do not have a meaningful relationship with work performance. Specifically, teaching position, sex, number of trainings and seminars attended, and teaching load all show low correlation values and non-significant p-values, suggesting these characteristics by themselves do not predict how well teachers perform. In other words, simply attending more training or having a particular role does not automatically make a teacher more effective in the classroom. This aligns with recent research indicating that generic attendance at professional development does not consistently improve classroom practice unless it is sustained, relevant, and supported by follow-up coaching (Morina et al., 2025).

In contrast, age, educational attainment, and years of teaching experience show modest but statistically significant positive relationships with work performance. This means that, on average, older teachers, those with higher levels of education, and those who have taught longer tend to perform better in the classroom. These findings support recent evidence showing that teaching effectiveness tends to grow with experience and advanced preparation, especially when teachers engage deeply with content knowledge and pedagogical strategies over time (Li & Copur-Gencturk, 2024).

Educational attainment also matters, as reinforced by Lee and Lee (2020), wherein teachers with graduate-level training are more likely to demonstrate stronger instructional skills and student learning outcomes than those with only initial qualifications. These results suggest that while basic demographic traits do not determine performance, continued professional growth, experience, and deeper academic training are associated with more effective work.

At the 0.05 level of significance, the null hypothesis is partially rejected, as age, educational attainment, and years of teaching experience show a significant relationship with teachers' work performance. Conversely, teaching position, sex, trainings and seminars attended, and teaching load have no bearing or no relationship with work performance, as evidenced by their non-significant p-values. Overall, some selected profile variables significantly influence performance, while the rest do not demonstrate a meaningful influence.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

The profile of junior high school teachers reveals a diverse group in terms of age, sex, educational attainment, years of teaching experience, training and seminars attended, teaching load, and teaching position. This diversity indicates that teachers bring varied experiences, qualifications, and professional backgrounds that contribute to the overall instructional capacity of the school. The level of work performance among junior high school teachers in terms of content knowledge and pedagogical skills, instructional delivery and classroom management, assessment and feedback practices, learning environment and student engagement, professional growth and development, and commitment and work ethics is outstanding. This indicates that teachers consistently exhibit a high degree of competence, effectiveness, and professionalism in the performance of their teaching responsibilities. The level of instructional supervision practices of administrators in terms of classroom observation and feedback, professional development support, instructional planning and curriculum guidance, and monitoring and evaluation of teaching performance is very highly practiced (always practiced). This indicates that administrators provide strong and consistent supervision that supports and enhances teachers' instructional practices. There is a significant relationship between the level of instructional supervision practices of administrators and the work performance of teachers. This implies that effective and consistent supervision positively influences teachers' performance and contributes to improved instructional quality. There is a significant relationship between the profile of junior high school teachers and their work performance. This suggests that certain profile variables, such as educational attainment, teaching experience, and participation in trainings and seminars, play an important role in shaping teachers' effectiveness and overall performance. Based on the findings of the study, an instructional supervision framework is proposed to further strengthen teachers' work performance and enhance students' learning experiences. The framework emphasizes continuous professional development, regular and constructive classroom observation, collaborative instructional planning, and systematic monitoring and evaluation, all aimed at fostering a supportive and growth-oriented teaching environment.

Based on the findings and conclusions of the study, the following recommendations are proposed:

Considering the diverse profile of junior high school teachers, school administrators may design differentiated professional development programs that are responsive to teachers' age, experience, educational attainment, and specific needs. Tailored support can help maximize each teacher's strengths and address areas for improvement. To sustain the level of teachers' work performance, continuous capacity-building activities such as workshops, mentoring programs, and peer coaching may be strengthened, particularly in areas like innovative teaching strategies, assessment practices, and student engagement. School administrators should maintain and further enhance their instructional supervision practices by ensuring regular classroom observations, timely and constructive feedback, and sustained support for professional development. Strengthening collaboration and open communication with teachers is also encouraged to promote a supportive supervisory environment.

Given the significant relationship between instructional supervision and teachers' work performance, administrators are encouraged to institutionalize structured and consistent supervision mechanisms that focus on professional growth, reflective practice, and instructional improvement. In light of the significant relationship between teachers' profiles and work performance, policies and programs may be developed to support teachers' continuing education, encourage participation in relevant trainings and seminars, and provide equitable teaching assignments that match teachers' qualifications and expertise. The proposed instructional supervision framework may be adopted and implemented by school administrators to further enhance teachers' work performance and improve students' learning experiences. It is also recommended that the framework be periodically reviewed, evaluated, and refined based on feedback and emerging educational needs.

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