

# School Heads' Instructional Support to Secondary Teachers in Malinao District

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Publication Date: 2025/06/05

**Abstract:** This study examined the school heads' instructional support to the secondary teachers in Malinao District. Specifically, it answered the following sub-problems: 1) What are the strands that school heads provide as instructional support to teachers?; 2) What is the level of school heads' instructional support to teachers along: a) content knowledge and its application within and across curriculum areas; b) research-based knowledge and principles of teaching and learning; c) positive use of ICT; d) strategies for promoting literacy and numeracy; and e) strategies for developing critical and creative thinking; 3) What are the effects of the instructional support to the teachers?; 4) What are the problems encountered by the teachers on the instructional support of school heads?; and 5) What innovative plan may be proposed to address the problems? The study utilized the descriptive method of research to ascertain facts and generate ideas on the school heads' instructional support to the secondary teachers in Malinao District.

**Keywords:** School Head, Instructional Support, Secondary Teachers, Content Knowledge, Research-Based Knowledge, Critical and Creative Thinking.

**How to Cite:** Donnabelle B. Buena (2025). School Heads' Instructional Support to Secondary Teachers in Malinao District. *International Journal of Innovative Science and Research Technology*, 10(5), 3526-3536.  
<https://doi.org/10.38124/ijisrt/25may1834>

## I. INTRODUCTION

School leaders play a crucial role in the educational system, offering teachers support that extends beyond mere administrative tasks. Their contributions encompass enhancing teaching practices, facilitating professional development, and fostering collaboration to cultivate a dynamic learning environment. On a global scale, school leaders bear the significant responsibility of steering schools toward success. They must grasp diverse cultural contexts, advocate for inclusivity, and enact policies that align with international educational standards. Additionally, they are tasked with promoting global awareness, encouraging cross-cultural collaboration, and adapting curricula to address emerging global challenges.

Currently, school leadership has become a focal point in educational policy discussions. As schools gain more authority and there is an increasing emphasis on academic outcomes, it is essential to reevaluate the roles of school leaders. Numerous developing nations have invested heavily in their educational frameworks with the aim of cultivating a skilled workforce and enhancing employment opportunities. However, concerns have emerged regarding the efficacy of many public schools and the need for improved student performance. In response, various countries have initiated reforms in curricula and teaching methodologies to better equip principals for the contemporary educational landscape.

Indeed, the enhancement of school leadership is a priority in global educational agendas. Effective school leaders are vital for improving learning outcomes as they inspire teachers and enrich the overall school environment. As nations seek to reform their education systems, the expectations placed on schools and their leaders continue to escalate. A trend toward decentralization has emerged, empowering schools with greater autonomy and accountability.

Simultaneously, the need to elevate student performance while addressing diverse student populations is prompting schools to adopt more evidence-based teaching strategies. As these trends unfold, the roles of school leaders around the world have increasingly become characterized by a comprehensive array of responsibilities, including financial management, human resource development, and educational leadership. There are apprehensions in several countries that the traditional roles of principals may no longer suffice. Many principals face heavy workloads, with some retiring, creating challenges in finding suitable replacements. Prospective candidates often hesitate to apply due to overwhelming responsibilities, inadequate training, limited career advancement opportunities, and insufficient support and recognition. Such challenges have elevated school leadership to a critical level within educational systems globally, prompting policymakers to enhance the quality and sustainability of school leadership.

In the Philippines, school heads are the foremost leaders in the educational framework, tasked with implementing the school's vision and mission. They are integral to the effective functioning of schools, engaging in all aspects of school management. School principals lead the development and execution of educational programs and projects, playing a vital role in achieving the government's objective of delivering high-quality basic education. The pursuit of excellence in education has led to various initiatives, including school-based management (SBM), which places significant demands on principals to drive improvements in school performance.

Within this framework, school heads are pivotal in decentralized educational systems. Their responsibilities include strategic planning, budgeting, and resource allocation tailored to the specific needs of their school community. They also facilitate collaborative decision-making processes involving teachers, parents, and other stakeholders. Furthermore, school heads in SBM are charged with fostering a culture of continuous enhancement, promoting accountability, and aligning educational goals with the distinct priorities of their institutions.

The Philippine Professional Standards for School Heads (PPSSH) outlines key domains and strands, particularly focusing on teaching and learning. This domain emphasizes the commitment of school heads to provide instructional leadership aimed at improving teacher competence and student outcomes. School heads are expected to offer technical assistance related to curriculum, pedagogy, and performance while creating a learner-centered environment that guarantees access to inclusive and high-quality education.

According to Republic Act No. 9155, which establishes governance frameworks for basic education, a school head is defined as the individual responsible for both administrative and instructional supervision within a school or group of schools. The legislation mandates the presence of a school head for all public elementary and high schools, who may be supported by an assistant. The school head is tasked with dual responsibilities as both an instructional leader and an administrative manager, collaborating with teachers or learning facilitators to deliver quality educational programs and services.

Additionally, it is stated that "principals, school administrators, and teachers-in-charge (collectively referred to as school heads) must exercise instructional leadership and sound administrative management." Thus, principals are expected to fulfill dual roles in ensuring the success of schools. Instructional leadership involves providing necessary support for effective teaching, while administrative management entails efficiently overseeing daily operations. These roles are essential for fostering a productive and thriving educational environment.

Furthermore, DepEd Order No. 24, s. 2020, reiterates the focus on the Philippine Professional Standards for School Heads (PPSSH) with an emphasis on teaching and learning. This domain highlights the commitment of school heads to

deliver instructional leadership aimed at enhancing teacher competence and improving student outcomes. School heads are expected to facilitate instructional support that aligns with curriculum and performance, creating an inclusive educational environment.

The responsibilities of school heads generally encompass providing visionary leadership, setting educational goals, and cultivating a positive learning atmosphere. Their administrative duties include managing daily operations, overseeing budgets, and effectively allocating resources. They are also responsible for promoting the welfare of students and teachers, as well as maintaining community relations.

Moreover, DepEd Order No. 42, S. 2017, mandates the national adoption and implementation of the Philippine Professional Standards for Teachers (PPST), which were endorsed by DepEd Secretary Leonor Magtolis-Briones. These standards, grounded in the National Competency-Based Teacher Standards (NCBTS), support reforms aimed at elevating teacher quality from pre-service education to in-service training. They articulate the essential qualities of effective teaching within the K to 12 reform initiatives, detailing domains, strands, and indicators that assess professional growth, teaching competency, and effective engagement. The standards serve as a public commitment to professional accountability, aiding teachers in reflecting on and evaluating their practices to foster personal and professional development.

Domain 1, Content Knowledge and Pedagogy, comprises seven strands: 1. Content knowledge and its application across curriculum areas 2. Research-based principles of teaching and learning 3. Effective use of ICT 4. Strategies for enhancing literacy and numeracy 5. Strategies for developing critical and creative thinking, along with other higher-order skills 6. Utilization of Mother Tongue, Filipino, and English in teaching and learning 7. Strategies for classroom communication. The first five strands are specifically relevant to this study, focusing on evaluating the instructional support provided by school heads. These strands delineate the competencies and skills necessary for teachers, offering a comprehensive framework for demonstrating proficiency in curriculum-related areas, ultimately contributing to improved student learning outcomes.

In their capacity as school leaders, principals significantly influence the evolving educational landscape. Their instructional support for teachers is critical, as it not only fosters professional development but also impacts the quality of classroom instruction and student outcomes. Teachers, often preoccupied with daily responsibilities, may miss opportunities for improvement, and many struggle to keep pace with current technological advancements. Therefore, the instructional support provided by school heads is essential, as it directly affects student performance and, consequently, the overall performance of their schools.

In light of this, the researcher aims to contribute to the teaching community through this study. The research is intended to yield reliable data that addresses these pressing

issues. The findings, conclusions, and recommendations are expected to benefit not only the study participants but also the broader teaching community, including elementary schools in the Malinao District and neighboring districts.

## II. LITERATURE REVIEW

The following literary pieces were found related to this research. Thus, this study was anchored on them.

### ➤ Foreign

Published foreign literatures are discussed to present universal insights and ideas related to the present study. These literatures provided the researcher with wider global perspectives along the process of completing this study. These foreign literatures were taken from books, journals, articles and electronic materials such as portable document formats.

In Hegwood's (2023) article titled “Top 10 Challenges Teachers Face in the Classroom Today”, a list of the ten most prevalent difficulties encountered by teachers on a daily basis is presented. The foremost challenge is the “understanding of diverse learning styles,” as classrooms frequently comprise students with varying abilities and preferences. Consequently, it is nearly unfeasible for educators to adopt a single instructional approach that effectively caters to all learners. The second challenge pertains to ineffective communication, as teachers often struggle to engage their students in meaningful dialogue.

The remaining challenges include keeping abreast of educational technology; maintaining communication with parents; dealing with pressures from school administration; developing engaging lesson plans that align with the curriculum; managing student behavior and classroom dynamics; navigating time-consuming administrative tasks; coping with insufficient funding; and experiencing burnout. These issues are prevalent across many countries worldwide.

According to Howley-Rouse (2021), in his article entitled “Instructional Leadership and Why it Matters”, instructional leadership is defined as the most effective type of leadership practice for improving student learning outcomes. Syntheses of international studies have shown that, even after controlling for other variables such as school context and student demographics, principal instructional leadership accounts for a significant amount of variance in student achievement. In addition, these meta-analyses that compare different leadership practices indicate instructional leadership to be the most effective in improving student achievement across a range of school contexts and levels.

Moreover, Brew and Saunders (2020), in *Making Sense of Research-based Learning in Teacher Education*, said that research-based learning is becoming important for professional education in many areas. It is now widely recognized to increase engagement of undergraduate students in research. It is regarded to work towards a higher education. It is also where future professionals are encouraged to go beyond learning disembodied knowledge at

university and are prepared to cope with the ambiguous and uncertain demands of their future. Integrating research-based learning into teacher education courses at the undergraduate and master levels can be seen as part of an international effort to educate teachers. It is geared as well for a fast-changing reality in schools, with continuous needs for development in the classroom.

Research-based knowledge refers to information derived from a systematic research process, grounded in the analysis of structured data. This type of knowledge is articulated in general concepts that apply across various contexts. It is essential for teachers to cultivate this skill in their students to prepare them for the demands of the 21st century.

As noted by Dali et al. (2017), teachers' attitudes toward instructional supervisors are largely influenced by the methods and types of supervision provided at any given time. They highlight examples such as fault-finding and evaluative approaches, which often lead teachers to perceive supervision negatively, resulting in a lack of trust in the supervisory process.

The dissatisfaction and negative sentiments among teachers regarding instructional supervision also hinge on the quality of the supervisor-teacher relationship, as well as the methods employed to address teachers' needs. A poor relationship between supervisors and teachers poses significant challenges to effective instructional supervision.

In a similar vein, Spaul (2013) pointed out that globally, the low academic standards observed at the school level may be indicative of ineffective leadership and management in educational institutions. Kallaway (2009) asserts that the crisis anticipated by numerous seasoned education experts since the early 1990s has reached alarming levels, raising the disturbing possibility of a “lost generation” that was previously unimaginable.

Principals are tasked with seeking successes that will bolster their schools, particularly in terms of student capabilities. They must possess essential skills in communication, facilitation, team building, coaching, conflict management, involving others in decision-making, and navigating political landscapes. Staying abreast of technological advancements is also crucial. Furthermore, principals should be adept in assessment and accountability, understanding diversity, acquiring new knowledge, managing limited resources, and addressing various contextual factors.

Additionally, the Federal Republic of Nigeria (2013) highlighted the management of curriculum and instruction, which includes supervising classroom activities, monitoring student progress and achievements, and fostering a conducive learning environment. It also encompasses ongoing staff development and the procurement of instructional materials for both teachers and students, defining these as core supervisory responsibilities of secondary school principals. The educational policy clearly states that a fundamental objective of educational administration is to maintain quality

control through regular and continuous supervision of teaching and educational services.

Concerns regarding the recent decline in teachers' instructional competence and effectiveness, which has led to poor academic outcomes for students, have drawn attention from education stakeholders in Nigeria. This situation, coupled with the increasing incidence of ineffective instruction and poor management by teachers, suggests that instructional supervisors have not successfully instilled the necessary skills and attitudes for teachers to operate efficiently in the classroom. Instructional supervision is viewed as a critical mechanism for enhancing the quality and standards of the teaching-learning process.

Moreover, De Vellis (2012) stated in *\*Scale Development: Theory and Application\** that students are most successful when they receive prompt and specific feedback aligned with established standards. These standards clearly delineate the necessary steps for improvement. She contended that this principle applies equally to teachers, emphasizing that feedback must also be timely and specific according to these standards. She advocated for administrators to assume the role of coaches, provided that trust has been cultivated and teachers regard school leaders as valuable resources. The author further proposed that professional dialogues should be founded on a mutual comprehension of essential concepts shared among the school staff.

The exchange of feedback between teachers and school leaders is vital for fostering effective communication, advancing professional development, and enhancing overall school performance. School leaders may observe classroom activities to offer constructive criticism regarding teaching techniques, lesson presentation, and student interactions. In this context, constructive feedback from a school leader contributes to a culture of ongoing improvement within the educational community.

According to Wanzare (2011), many principals lack adequate management skills necessary for effective planning, organization, coordination, and delegation of their responsibilities. This deficiency affects their ability to balance administrative and instructional supervision roles. Instructional supervision is understood as a process of reviewing the work of others to ensure adherence to bureaucratic regulations and procedures, while maintaining loyalty to higher authorities. The advantages of effective supervision practices include enhancing student academic performance, improving teacher quality, and enabling instructional supervisors to oversee teachers' work.

Leaders, including school heads, often encounter difficulties in management skills. Effective management necessitates a blend of skills such as communication, organization, decision-making, and team building. Professional development and support can significantly enhance the management capabilities of school heads, better equipping them to handle the demands of their leadership roles.

Poster (2010) noted that the manner in which supervised instruction is carried out in schools is influenced by the type of school systems, which are in turn shaped by institutional orientations like centralized or decentralized education. He pointed out that various countries adopt differing approaches. Governments that favor a centralized system typically play a significant role in guiding school policies and administrative choices, while those that are decentralized empower local decision-making at the school level.

The method of supervised instruction varies based on the school system in place. For instance, in traditional public schools, oversight may come from principals or department heads. In charter schools, teachers might experience greater autonomy with guidance from a governing board or school leadership team. In private schools, supervision could be managed by school administrators or education directors. Each type of system possesses distinct structures and processes for overseeing instructional practices.

Wei and Pecheone (2010) argued that reliability among evaluators is a crucial element of any evaluation system. They asserted that school supervisors tasked with instructional supervision must undergo thorough training to maintain consistency. Their perspective is that an evaluation system should prioritize enhancing teachers' effectiveness in their instructional roles, including engaging in professional discussions aimed at improving student learning outcomes.

Additionally, they suggested that evaluation systems, such as supervised instruction, should be regarded as tools for professional development and assessed based on their effectiveness in raising instructional proficiency and student learning. Evaluating an evaluation system's potential as a mechanism for ongoing instructional enhancement involves not only scrutinizing reliability, validity, and bias but also identifying opportunities for promoting instructional change.

Furthermore, Nolan and Hoover (2010), in *\*Teacher Supervision and Evaluation: Theory into Practice\**, emphasized the necessity of collaborative, professional feedback between teachers and school principals in the context of supervised instruction. Traditional models, where the principal solely dictates the process by providing feedback and recommendations, assume that the principal possesses all necessary content and pedagogical knowledge. They argued for the importance of shared expertise in grasping the teaching and learning processes. They further maintained that a high-performing teacher evaluation model includes standards that are thoroughly understood by both teachers and administrators.

They outlined several principles essential for an effective teacher evaluation system, such as focusing on teachers' broad responsibilities, collecting data from various sources and employing diverse methods for assessments, providing extensive training for evaluators based on best teaching practices, and involving the community in designing the evaluation framework. The authors concluded that teacher evaluations should be tailored to the performance levels of individual teachers, meaning that high-performing

educators should undergo different evaluation processes compared to those who are underperforming.

These international perspectives highlight that instructional supervision is a critical component of the responsibilities of school heads, with both school leaders and teachers serving as key participants in this process. The emphasis on instructional supervision underscores its significance in enhancing the quality of teaching and learning.

#### ➤ *Local*

The following local related literatures are cited to present insights and ideas related to the present study. These texts provided the researcher with contextualized perspectives along the process of completing this study. These local literatures were taken from books, journals, articles and electronic materials such as portable document formats.

Aureada (2021) indicated that school leaders primarily engage in tasks associated with the school's mission, curriculum management, instructional supervision, support for teaching, monitoring student progress, and fostering a conducive instructional environment. He observed that school leaders encounter greater challenges in fulfilling responsibilities related to teaching and learning compared to those linked to managerial tasks.

Santos & Villanueva (2020) emphasized that a school's success hinges on the principal's capability, who oversees both academic and administrative functions. They noted that principals must be prepared at all times to undertake various activities within the institution, acting as resource managers to coordinate different types of resources.

In Chapter 1 of Republic Act No. 9155, titled Governance of Basic Education, Section 7 outlines the powers, duties, and functions at the school level, stating that every public elementary and high school, or any clusters thereof, must have a school head. This leader, potentially supported by an assistant, serves as both an instructional leader and an administrative manager, collaborating with teachers or learning facilitators to deliver quality educational programs, projects, and services. Additionally, Section 1.2.ii mandates that principals, school administrators, and teachers-in-charge (collectively referred to as school heads) must exercise effective instructional leadership and sound administrative management.

Kristina Love (2010), in her work on "Literacy Pedagogical Content Knowledge in the Secondary Curriculum," discussed the necessity of raising awareness among prospective secondary teachers regarding their roles in addressing the advanced literacy demands of their subject areas. She argued that to effectively support the conceptual growth of diverse student groups, aspiring high school teachers need to incorporate an understanding of the significant role language and literacy play in learning into their pedagogical content knowledge. Love illustrated that, following a brief but intense training, a group of prospective

teachers with no prior knowledge of language was able to plan content area instruction with an informed awareness of the significance of language and literacy for diverse learners. She contended that developing literacy pedagogical content knowledge is vital to enhancing government reform initiatives aimed at improving academic performance among adolescents in underprivileged schools.

The ongoing development of literacy pedagogical content knowledge is crucial for teachers to effectively impart literacy skills across various subjects. Given that literacy is a focal point of this study, educators must possess a thorough understanding of how literacy skills evolve, from early childhood emergent literacy to advanced reading and writing competencies. This foundational knowledge enables teachers to customize their instruction to cater to the diverse developmental needs of students.

Similarly, Cruz et al. (2015) asserted that school heads, in their roles as managers and leaders, determine the direction of their schools, bearing full responsibility for overall school operations. The complexity and variety of skills required for effective school management have expanded, making the responsibilities of school leaders more intricate and challenging. The dual role of school heads as educational leaders and managers is critical in the realm of school administration.

School heads are pivotal as both managers and leaders in guiding their schools. They articulate a vision and direction for the school community, establish educational objectives, prioritize initiatives, and devise strategies to attain these goals. By effectively integrating their managerial and leadership functions, school heads can navigate their schools toward fostering academic excellence, promoting student well-being, and ensuring overall institutional success.

In Frias' (2014) article, it was noted that supervised instruction allows school heads to ascertain whether teachers are implementing effective pedagogical strategies and meeting established standards. He suggested that for supervised instruction to positively influence teacher performance, school heads must possess a thorough understanding of the subjects being taught, along with training in assessment methods.

Supervised instruction offers school heads valuable opportunities to evaluate teachers' performance and effectiveness. It enables the assessment of various teaching components, including instructional methods, classroom management, and compliance with curriculum standards. Post-observation, school heads can offer constructive feedback, serving as vital professional development opportunities for teachers to refine their instructional practices.

Furthermore, Hidalgo (2013) argued that classroom observations within supervised instruction provide a clearer picture of a teacher's competence and pedagogical methods. The author proposed that the frequency and purpose of such observations should be collaboratively determined by the

teacher and the school head. Since school heads can identify the actual teaching practices employed in the classroom, they can recommend strategies for improvement.

Classroom observation as part of supervised instruction presents a thorough and direct view of teacher competence. It enables school leaders to observe teachers' instructional techniques, student interactions, and classroom management firsthand, providing valuable insights into teaching effectiveness. Overall, this approach to classroom observation enhances the understanding of teacher competence and empowers school leaders to support their teaching staff effectively.

Establishing a positive working relationship with teachers is essential for school heads. Sergio (2012) highlighted that a strong rapport with the school head is vital for effective school management. It is crucial for school heads to ensure that teachers feel supported, as this helps retain high-performing educators and maintain morale in the demanding educational environment. To accomplish this, school heads must cultivate a collaborative relationship with teachers through effective management strategies.

A strong rapport between school heads and teachers is vital for fostering a positive and productive learning atmosphere. It encourages open communication, mutual respect, and collaboration, which are essential for the success of both educators and students. Additionally, it facilitates healthy relationships with parents and other stakeholders.

The Department of Education initiated principal empowerment by delegating certain administrative and instructional supervision responsibilities to school heads. Manasan et al. (2011) noted that this reform led to improved learning outcomes in several schools due to the delegation of decision-making authority to principals. However, this progress was often short-lived and not sustained in some cases. When empowered school heads were reassigned, the capabilities of the entire school system had not been fully developed, leading to a lack of sustained improvements.

Observations indicated that school heads significantly influence the establishment of successful schools. However, the practice of transferring school heads every five years undermines sustainability, as not all proposed initiatives can be effectively implemented within such limited time frames. This situation can also hinder school heads' ability to adapt to new communities.

Moreover, Bautista et al. (2010) identified that fostering rapport among teachers is crucial for enhancing teachers' morale. They explained that educators have evolved from merely transmitting information to becoming mentors in the classroom. Teachers now collaborate in school-wide

initiatives and participate in peer leadership as part of professional learning communities and networks. Rapport involves cooperation among fellow teachers and school heads.

Indeed, nurturing rapport among teachers is vital for enhancing morale. When educators feel supported, valued, and connected to their colleagues, it fosters a sense of belonging and motivation. This positive environment subsequently enhances their morale, job satisfaction, and ultimately, their effectiveness in the classroom. Collaborative settings also create opportunities for professional growth and development, further contributing to improved morale.

### III. METHODOLOGY

The study utilized the descriptive method of research to ascertain facts and generate ideas on the school heads' instructional support to the secondary teachers in Malinao District. To determine the strands that school heads provide as instructional support to teachers, frequency count and percentage were used. Meanwhile, frequency count and weighted mean were utilized to determine the level of instructional support to teachers. A five-point Likert scale with adjectival description was utilized to give more meaning to the data gathered. Moreover, frequency count and ranking were applied to the data of the problems encountered by the teachers on school heads' instructional support. Based on the problems encountered, an innovative plan was proposed by the researcher.

The respondents of the study were the 186 secondary teachers in Malinao District. These secondary schools are Malinao National High School with 125 teachers, Estancia National High School with 27 teachers, and Labnig National High School with 34 teachers. Total enumeration was applied in this study.

### IV. RESULTS

➤ *The Findings of the Study were as Follows:*

- Based on the evaluation made by the respondents on the strands that school heads provide as instructional support to teachers, *content knowledge and its application within and across curriculum areas* obtained the highest frequency of 153 or 82.26 percent. It is followed by *strategies for promoting literacy and numeracy* with 150 or 80.65 percent; *strategies for developing critical and creative thinking* with 147 or 79.03 percent; *positive use of ICT* with 146 or 78.49 percent; and *research-based knowledge and principles of teaching and learning* with 137 or 73.66 percent.

Table 1 Strands that School Heads Provide as Instructional Support to Teachers

Strands	Frequency (N=186)	Percentage
Content knowledge and its application within and across curriculum areas	153	82.26
Research-based knowledge and principles of teaching and learning	137	73.66
Positive use of ICT	146	78.49
Strategies for promoting literacy and numeracy	150	80.65
Strategies for developing critical and creative thinking	147	79.03

- Among the identified instructional support, *strategies for promoting literacy and numeracy* obtained the highest average weighted mean of 4.31. This is followed by *strategies for developing critical and creative thinking* with 4.26; and *positive use of ICT* with 4.23. The said values are interpreted as *always*. However, *content*

*knowledge and its application within and across curriculum areas* obtained only 4.15; and *research-based knowledge and principles of teaching and learning* with 4.12. They are described as *often*. The value of the overall average weighted mean is 4.21 which has an adjectival description of *always*.

Table 2 Summary on the Level of School Heads' Instructional Support

Instructional Support	Average Weighted Mean	Adjectival Description
Content knowledge and its application within and across curriculum areas	4.15	Often
Research-based knowledge and principles of teaching and learning	4.12	Often
Positive use of ICT	4.23	Always
Strategies for promoting literacy and numeracy	4.31	Always
Strategies for developing critical and creative thinking	4.26	Always
Overall Average	4.21	Always

- On the identified effects of the instructional support to teachers, the most evident is *improved teaching practices*, with the highest frequency of of 159, or 85.48 percent. It is followed by *strengthened professional development opportunities* with 149 or 80.11 percent, *heightened*

*teacher morale* with 147 or 79.03 percent, *increased student achievement* with 143 or 76.88 percent, and *enhanced teaching and learning environment* with 135 or 72.58 percent.

Table 3 Effects of the Instructional Support to Teachers

Effects	Frequency	Percentage
Heightened teacher morale	147	79.03
Improved teaching practices	159	85.48
Increased student achievement	143	76.88
Strengthened professional development opportunities	149	80.11
Enhanced teaching and learning environment	135	72.58

- The problems encountered by the teachers on the instructional support of school heads along content knowledge and its application within and across curriculum areas, are limited resources with a frequency of 138 which is the first (1<sup>st</sup>) in rank; communication gaps with eighty-nine (89), the second (2<sup>nd</sup>) in rank; insufficient training with eighty-six (86) which is third (3<sup>rd</sup>); inconsistent guidance with seventy-three (73) which is the fourth (4<sup>th</sup>); and lack of expertise with sixty-six (66) which is the fifth (5<sup>th</sup>) in rank.

The problems encountered on research-based knowledge and principles of teaching and learning, *limited access to research* with a frequency of 106 is considered the first (1<sup>st</sup>) in rank; *time constraints* with 105 which is second (2<sup>nd</sup>); *inadequate training* with ninety-one (91) which is third (3<sup>rd</sup>); *lack of supportive environment* with eighty (80) which is fourth (4<sup>th</sup>); and *resistance to change* with sixty (60) which is fifth (5<sup>th</sup>).

On positive use of ICT, the problems encountered are *limited access to technology* with a frequency of 106 which is first (1<sup>st</sup>); *infrastructure issues* with (105) which is second (2<sup>nd</sup>); *inadequate training* with eighty-two (82) which is third (3<sup>rd</sup>); *digital divide* with eighty-one (81) which is fourth (4<sup>th</sup>); and *technological obsolescence* with seventy-nine (79) which is fifth (5<sup>th</sup>).

However, on strategies for promoting literacy and numeracy the problems encountered are *lack of specialized training* with a frequency of ninety-six (96) which is the first (1<sup>st</sup>) in rank; *poor knowledge foundation on the students* with ninety-three (93) which is second (2<sup>nd</sup>); *pressure on test scores* with ninety-one (91) which is third (3<sup>rd</sup>); *limited professional development opportunities* with seventy-nine (79) which is fourth (4<sup>th</sup>); and *insufficient resources* with fifty-four (54) which is fifth (5<sup>th</sup>) in rank.

In addition, the problems on strategies for developing critical and creative thinking are insufficient resources with a frequency of 101, which is first (1<sup>st</sup>) in rank; time constraints

with ninety-nine (99) which is second (2<sup>nd</sup>); lack of training with eighty-five (85) which is third (3<sup>rd</sup>); emphasis on standardized testing with seventy-nine (79) which is fourth

(4<sup>th</sup>); and resistance to change with seventy-four (74) which is fifth (5<sup>th</sup>) in rank.

Table 4 Problems Encountered by the Teachers on the Instructional Support of School Heads

Problems	Frequency	Rank
<b>A. Content knowledge and Its Application Within and Across Curriculum Areas</b>		
Lack of expertise	66	5 <sup>th</sup>
Inconsistent guidance	73	4 <sup>th</sup>
Limited resources	138	1 <sup>st</sup>
Insufficient training	86	3 <sup>rd</sup>
Communication gaps	89	2 <sup>nd</sup>
<b>B. Research-based Knowledge and Principles of Teaching and Learning</b>		
Limited access to research	106	1 <sup>st</sup>
Inadequate training	91	3 <sup>rd</sup>
Lack of supportive environment	80	4 <sup>th</sup>
Time constraints	105	2 <sup>nd</sup>
Resistance to change	60	5 <sup>th</sup>
<b>C. Positive Use of ICT</b>		
Inadequate training	82	3 <sup>rd</sup>
Limited access to technology	106	1 <sup>st</sup>
Technological obsolescence	79	5 <sup>th</sup>
Infrastructure issues	105	2 <sup>nd</sup>
Digital divide	81	4 <sup>th</sup>
<b>D. Strategies for Promoting Literacy and Numeracy</b>		
Poor knowledge foundation on the students	93	2 <sup>nd</sup>
Lack of specialized training	96	1 <sup>st</sup>
Insufficient resources	54	5 <sup>th</sup>
Limited professional development opportunities	79	4 <sup>th</sup>
Pressure on test scores	91	3 <sup>rd</sup>
<b>E. Strategies for Developing Critical and Creative Thinking</b>		
Lack of training	85	3 <sup>rd</sup>
Insufficient resources	101	1 <sup>st</sup>
Emphasis on Standardized Testing	79	4 <sup>th</sup>
Resistance to change	74	5 <sup>th</sup>
Time constraints	99	2 <sup>nd</sup>

- The researcher proposed an innovative plan to address the problems with the school heads’ instructional support to teachers.

**V. CONCLUSIONS**

➤ *The Following Conclusions were drawn:*

- The school heads provide instructional support to teachers along the five strands, such as content knowledge and its application within and across curriculum areas; research-based knowledge and principles of teaching and learning; positive use of ICT; strategies for promoting literacy and numeracy; and strategies for developing critical and creative thinking.
- The level of school heads’ instructional support to teachers along with *strategies for promoting literacy and numeracy, strategies for developing critical and creative thinking, and positive use of ICT* are interpreted as *always*. However, the level of school heads’ instructional support to teachers along with *content knowledge and its application within and across curriculum areas and research-based knowledge and principles of teaching and*

*learning* are described as *often*. The overall average weighted mean has an adjectival description of *always*.

- The effects of the instructional support to teachers are *enhanced teacher morale, improved teaching practices, increased student achievement, more professional development opportunities, and a more conducive teaching and learning environment.*
- The problems encountered by the teachers on the instructional support of school heads along content knowledge and its application within and across curriculum areas were *limited resources*: on research-based knowledge and principles of teaching and learning, *limited access to research*; on positive use of ICT, *limited access to technology*; on strategies for promoting literacy and numeracy, *lack of specialized training*; and on strategies for developing critical and creative thinking, *insufficient resources.*
- An innovative plan was proposed to address the problems encountered by the teachers on the school heads’ instructional support.

## RECOMMENDATIONS

➤ *Based on the Findings and Conclusions, the Following Recommendations are Suggested:*

- School heads should maintain or better improve their instructional support to teachers along the five strands, namely: content knowledge and its application within and across curriculum areas; research-based knowledge and principles of teaching and learning; positive use of ICT; strategies for promoting literacy and numeracy; and strategies for developing critical and creative thinking.
- The level of school heads' instructional support to the secondary school teachers in Malinao District must be sustained.
- Since the effects of the instructional support to teachers are very good, the school heads should maintain or better improve their instructional leadership to sustain its very high level.
- The problems encountered by the teachers on the instructional support of school heads must be given intervention if not totally addressed.
- The proposed innovative plan should be considered and adapted to address the problems encountered by the teachers with the instructional support of school heads for better outcomes.

## AREAS FOR FURTHER STUDY

➤ *The Following Areas are Recommended for Further Study:*

- School Heads' Instructional Support to Teachers Along Mother Tongue, Filipino, and English in Teaching and Learning
- School Heads' Instructional Support to Teachers Along Classroom Communication Strategies
- The Level of School Heads' Instructional Support to Elementary Teachers in Malinao District
- Adaptability of Teachers and School Heads on the Problems Encountered Along Instructional Support

## ACKNOWLEDGMENT

The researcher would like to express her sincerest thanks and gratitude to those who shared their expertise in making this research a success.

The Almighty God for the gift of life, for always being with her all throughout the journey, for the blessings of good health, strength, hope, wisdom, and in making all things possible that enabled the researcher to succeed in this challenging endeavor;

Daniel B. Peña Memorial College Foundation, Inc., her Alma Matter for giving the opportunity to be part of this institution; Salvador V. Rios, Jr., MBA, President; Maria Cristina Rios-Molato, RN, Vice-President; Miguel C. Molato, MPA, Administrative Officer and Registrar; Geronimo J. Veloso III, Ph.D., Dean of the Graduate Studies Department; Genara A. Perol, Ph.D. CAR, supervising panel,

for the assistance and support; all the other administrative personnel of DBPMCF, Inc.;

To the provincial government of Albay under the leadership of Hon. Gov. Atty. Edcel Greco Alexandre Burce Lagman, with the Provincial Education Department headed by the very considerate and supportive chief, Chamberlane G. Zuñiga VI, MLGM, Ph. D.; for inspiring her to do better through the Graduate Study Subsidy Program (GRASSP);

Nene Rosal-Meriales, CESO V, Schools Division Superintendent of Albay, for allowing the researcher to conduct the study;

The Thesis Committee chaired by Arlene N. Cabais, Ed.D. and Members of the Oral Examiners, Arline B. Lugo, Ed.D., Selina C. Tancangco, Ph.D., and Rafael C. Kallos, Ph.D., for their commendable comments, valuable suggestions, significant insights, and point of views in improving this study;

Aladino B. Bonavente, Ed.D., her adviser, for being so kind and supportive and for selflessly sharing his expertise; Mary Rose P. Basilla-Pelonio, Ph.D, her thesis editor, and Dioleta B. Borais, Ph.D., her statistician for their time and support;

The validators, Nelie D. Cope, Ed.D. Public Schools District Supervisor of Malinao District; Efren D. Bejerano, Ed.D. her supportive Principal II at Malinao National High School, Jenalyn T. Cardaño, Ed.D., School Head of Estancia National High School, and Merly C. Crucillo, Ed.D., Principal I of Labnig National High School, for their time and support;

The researcher's loving and supportive husband Paulo B. Buena, and their beloved sons Joe Patrick, John Lemuel, John Paul Darwin, and Francis Gerard Buena for the love, understanding, and emotional support;

Her loving and ever-supportive parents Romeo and Floriza Bonaobra, her brothers Rommel, Ronnel, Romeo, and Arjay and sister Maebelle with her boyfriend Jake for lending his laptop, for their untiring support and encouragement;

Her supportive colleagues in Malinao National High School, her teammates in thesis writing, and all the teacher respondents in Malinao District for their moral support.

To everyone, the researcher is forever grateful and blessed.

D.B.B.

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