(RESEARCH ARTICLE)

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Descriptive study on the instructional supervision practices of Bangsamoro school heads: Evaluating their impact on educational improvement

Maria Lucila S. Sumapal [1] and Joanie T. Haramain [2, *]

[1] Datu Saudi Uy Ampatuan Memorial National High School, Maguindanao, Philippines.
[2] College of Teacher Education and Graduate School, Cotabato State University, Cotabato City, Philippines.

Abstract

Education plays a transformative role in society, shaping individuals' lives and contributing to overall development. The learners are considered the nucleus of education wherein studies show that their development is dependent on the teachers' capabilities and commitment in which these are likewise influenced by supervisors' instructional supervisory skills in collaboration with the educational environmental actors. The effective implementation of education relies on the collaborative efforts of stakeholders, with instructional supervisors playing a crucial role in supporting teachers as they facilitate student learning. This study aimed to assess the extent of instructional supervisory practices among school heads in the Bangsamoro Autonomous Region in Muslim Mindanao. A descriptive quantitative research design was employed, and a random sample of 314 comprising school heads and teachers participated as research subjects. The findings revealed that the instructional supervision practices of school heads, particularly in terms of teachers' guidance, support, and performance assessment, were evidently practiced but not fully implemented. This indicates a need to enhance the implementation of supervisory practices of school heads to ensure the provision of appropriate interventions to teachers, who are at the forefront of education. It is therefore recommended that educational institutions in the Bangsamoro Autonomous Region in Muslim Mindanao provide comprehensive training and professional development for school heads to enhance their supervisory skills; cultivate a collaborative culture to facilitate communication and sharing of best practices; allocate adequate resources and support for instructional supervision; and promote ongoing professional growth for teachers through continuous development programs as well as conduct regular evaluations to monitor and improve instructional supervision practices leading to quality education in the region and in the global community.

Keywords: Education; Instructional Supervision; School Heads; Teachers; Guidance and Support; Performance Assessment; Bangsamoro Autonomous Region

1. Introduction

Education serves as a transformative tool in human life and forms the foundation for development. Schools serve as the platforms where formal education is imparted, and the collaborative involvement of various stakeholders is crucial for its effective implementation. Instructional supervisors play a vital role in supporting teachers who act as facilitators in student learning. The attainment of supervision goals is contingent upon the cooperative efforts of instructional supervisors and stakeholders working together.

In the existing body of literature, a definitive and universally accepted definition of 'supervision' appears to be absent. Supervision can be understood as an intervention administered by a more experienced member of a profession to the junior counterparts within the same professional domain [2]. This supervisory relationship involves an evaluative component and endures over a significant period of time. Its concurrent objectives encompass enhancing the

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* Corresponding author: Joanie T. Haramain

professional capabilities of the junior members, monitoring the quality of professional services delivered to their clients, and serving as a gatekeeper for individuals aspiring to join the specific profession. Instructional supervisory practices involve the strategies and actions used by educational leaders to improve teaching and learning in schools. This includes observing and evaluating teachers, providing feedback and support, and promoting a positive school environment focused on continuous improvement. Moreover, instructional supervisory practices are important for enhancing teaching and learning, promoting professional growth, ensuring quality education, fostering a supportive school culture, and facilitating student engagement and academic success.

Generally, a global issue related to instructional supervisory practices is the need for equitable access to quality education. In many parts of the world, there are disparities in the availability and effectiveness of instructional supervision, leading to unequal educational opportunities for students. Addressing this issue requires a focus on capacity-building, professional development, and resource allocation to ensure that all schools and educators receive adequate support and guidance for effective instructional practices. The findings of the study [22] revealed that inadequate personnel, poor funding, poor transportation network, and inadequate materials are the problems hindering the effective supervision of institutions. "There is a significant influence on the use of techniques, principles, and instructional supervision approaches on the variations of teacher learning models. The principle of instructional supervision has the most dominant effect on the variations of teacher learning models and materials" [14]. In the Philippines which include the Bangsamoro Autonomous Region in Muslim Mindanao, studies show that instructional leadership skills of the school heads are among the indicators for the attainment of excellence and quality education.

On the basis of the aforementioned scenario, the researchers were motivated to conduct a descriptive study on the instructional supervision practices of school heads in the Bangsamoro region. The study aimed to evaluate the extent of instructional supervision practices specifically in terms of teachers' guidance, support, and performance assessment. By thoroughly examining these dimensions, the research aimed to shed light on the current state of instructional supervision and its impact on educational improvement in the region as well as contribute to the comprehension and enhancement of instructional supervisory practices towards the promotion of effective teaching and learning in educational institutions.

1.1. Statement of the Problem

- To what extent do school heads employ instructional supervision practices in terms of teachers' guidance?
- To what extent do school heads employ instructional supervision practices in terms of teachers' support?
- To what extent do school heads employ instructional supervision practices in terms of teachers' performance assessment?

1.2. Theoretical Framework

This study is anchored on the context of Clinical Supervision Model. Clinical supervision was initially developed by Morris Cogan and his associates in the 1950s focusing on the improvement of teaching practices through a collaborative and reflective approach [5]. The model involves close collaboration between supervisors and teachers, with an emphasis on observation, analysis, and post-conference discussions. Originally consisting of eight phases which involved establishing the teacher-supervision relationship, planning with the teacher, planning the strategy of observation, observing instruction, analyzing the teaching-learning process, planning the strategy of the conference, and renewed planning. Eventually, the model was later reduced to five stages [17] which involved a pre-observation conference between the supervisor and the teacher, classroom observation, an analysis and strategy session, a post-observation conference growth, and a post conference analysis. Later, the model was further streamlined to three phases [1] namely the pre-observation conference, observation, and the post observation conference.

The primary purpose of clinical supervision is to support teachers in their professional growth by providing feedback, guidance, and assistance in improving instructional strategies. It fosters a climate of trust, collaboration, and mutual respect, encouraging teachers' reflective thinking and independence [19]. By engaging in collective inquiry and reflection, teachers and supervisors gain a deeper understanding of the teaching-learning process and work together to address instructional challenges [18]. Clinical supervision differs from other types of supervision by focusing on teacher growth rather than pointing out deficiencies [16]. The hierarchical relationship between supervisors and teachers, if not handled well, can hinder open communication and hinder the effectiveness of the process [24].

Variations of clinical supervision include peer coaching, where teachers collaborate to observe and improve each other's teaching [4], and cognitive coaching, which involves raising teachers' awareness of their own effectiveness and fostering professional growth [6]. Self-assessment supervision shifts the responsibility to teachers themselves, encouraging them to reflect on their instructional practices and explore alternatives for improvement [4].

Moreover, [28] states, "Clinical supervision is a formative evaluation method of working with teachers for the purpose of improving instruction. This teacher-centered, collegial, and collaborative model requires the establishment of rapport and trust and a proper climate. Personal observation and a review of current related literature emphasize that clinical supervision enables teachers and supervisors to grow while promoting excellence in teaching and learning. In this period of school reform, clinical supervision is a successful means of approaching teacher learning, professional growth, and instructional improvement."

Thus, clinical supervision offers a valuable approach to enhancing teaching practices and promoting professional growth. Educators can ensure continuous improvement and provide quality education to their students by adhering to its principles and adapting them to individual contexts.

2. Literature Review

Supervision in education generally refers to the process of providing support, guidance, and evaluation to educators in order to enhance instructional practices, improve student learning outcomes, and promote professional growth. It specifically involves a collaborative relationship between supervisors (such as school administrators or instructional leaders) and teachers, aiming to ensure effective teaching and learning within educational settings. The primary objectives of supervision in education include professional development, quality assurance, support and guidance, reflective practice, and collaboration and professional learning communities. Thus, this section unveils the works of related literature and studies gathered by the researchers to provide comprehensive and empirical perspectives of the research undertaking particularly in view of instructional supervision practices that include variables such as teachers' guidance, teachers' support and teachers' performance assessment.

2.1. Instructional Supervision Practices

Instructional supervision practices refer to the strategies, activities, and approaches employed by supervisors or instructional leaders to support and improve teaching and learning within educational settings. These practices aim to enhance instructional quality, promote professional growth among teachers, and ultimately improve student learning outcomes. Some common instructional supervision practices include classroom observations, feedback and coaching, curriculum alignment, professional development, data analysis, collaboration and support, reflective practice, and professional goal setting. Teachers often perceive instructional supervision as fault-finding, leading to resentment towards the process. The historical association of instructional supervision with inspection contributes to this negative perception. However, instructional supervision is necessary, particularly for teachers at different experience levels who may require support in developing effective teaching skills. Supervisory practices in education play a vital role in ensuring quality education and improving student performance. Professional competence is crucial for effective teaching, and supervisors are expected to provide guidance, support, and evaluation. While instructional leadership is emphasized, school heads often have additional responsibilities, such as maintaining discipline.

In order to enhance professional growth, school managers should actively supervise the work of their subordinates. A supervisor is seen as someone who guides and coordinates the activities of teachers and other school personnel to achieve educational objectives, mediating between people and school programs to improve teaching and learning processes. However, in some cases, teachers exhibit apathy towards supervision, and supervisors may avoid addressing problems or focus on negative judgments rather than supporting teachers. This may be a result of a historical legacy and a need to shift towards a supervision approach that promotes and develops conducive learning and teaching environments, ultimately benefiting society. To improve the effectiveness of instructional supervision, newly appointed heads should receive formal training and induction specific to their roles and responsibilities. An examination of existing literature highlights a range of practices and procedures that instructional supervisors, including school principals, can utilize when collaborating with teachers. These practices encompass specific procedures and techniques employed by supervisors to observe and document teaching and learning behaviors. These practices are crucial in ensuring the effectiveness of the instructional supervision process [4]. Supervision in the past primarily emphasized strict adherence to the existing curriculum content, timetable, and methodology within a specified timeframe. Teachers who adhered to the prescribed curriculum received favorable evaluations, while those who deviated from it faced negative consequences from inspectors. The former was perceived as high achievers deserving of salary increments and career advancement. On the other hand, the latter were labeled as underperformers and faced coercive measures such as charges, dismissal, or threats of termination, with the aim of compelling them to improve their performance [13]. Teachers were compelled by inspectors to employ teaching methods that promoted memorization without deep understanding. Managers perceived teachers as mere tools and expected them to strictly adhere to instructions provided by their supervisors [29]. In a broader context, supervision practices encompass a developmental process

aimed at supporting and enhancing an individual's acquisition of motivation, autonomy, self-awareness, and skills necessary to successfully carry out their responsibilities [23].

Similar to any other skill, supervision can be learned. However, unlike many straightforward skills, supervision is a complex process that requires both knowledge and practical experience [23]. Consequently, for individuals to acquire the necessary knowledge and skills to become effective supervisors, they should first undergo the process of being supervised and mentored themselves, particularly in the context of supervision. This perspective presented by Pierce and Rowell is further reinforced by [21], who asserts that a supervisor in education must possess professional qualifications as a teacher and be well-versed in pedagogical skills. In the context of education, supervision practices involve the instructional leadership role of supervisors, who diagnose teachers' performance needs and provide guidance, direction, assistance, suggestions, support, and consultation. Supervision plays a vital role in integrating various aspects of instructional effectiveness within the overall functioning of a school. In some professions, there are mandatory requirements governing all aspects of supervision. According to Pierce and Rowell [23], supervision is seen as a developmental process aimed at supporting and enhancing an individual's motivation, autonomy, self-awareness, and skills necessary for effective job performance.

Moreover, supervision involves instructional leadership practices that align with various dimensions such as framing and communicating goals, promoting professional development, and maintaining visibility. These practices are universal across different conceptualizations of instructional leadership and leadership types. School principals play a crucial role in ensuring clear, measurable, achievable goals that focus on instruction and learning, and they involve teachers as collaborators in goal development and dissemination [7]. This collaborative approach ensures wide support for the goals, their integration into instructional practices, and their compatibility with other school objectives.

The results of the analysis of the study [26] revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. The result also revealed that, there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. It was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum. It was recommended among others that Government through the Ministry of Education should organize training programs for principals as well as teachers on the need for effective instructional supervision

2.2. Instructional Supervision and Teachers' Guidance

Instructional supervision and teachers' guidance are interconnected in supporting and improving the teaching and learning process. It involves observing, assessing, and providing feedback to enhance instructional practices, ensuring alignment with educational goals and best practices. Supervisors collaborate with teachers, offering guidance in curriculum implementation, lesson planning, classroom management, and student engagement. Instructional supervision enhances teaching practices, while teachers' guidance supports students' learning. Supervision provides professional development and feedback to improve teaching skills. Teachers' guidance offers individualized support, monitors progress, and creates a positive classroom environment. Combining both promotes professional growth, student achievement, and educational success.

Moreover, instructional supervision is an ongoing and collaborative professional process aimed at enhancing instruction. It involves providing guidance, support, and exchanging ideas to assist teachers in improving the learning environment and the overall quality of education within schools. It entails a close working relationship between an instructional leader, who possesses advanced knowledge and skills, and a fellow professional, fostering a school environment that promotes the growth of a professional learning community [30].

Principals or the school heads hold a crucial position in promoting the delivery of high-quality instruction. Their role encompasses the establishment of educational strategies that promote effective learning for all students. They act as facilitators, guides, and supporters of exemplary instructional practices. While recognizing the significance of improved test scores, successful principals also understand that the foundation for enhancing student achievement lies in the provision of quality instruction.

2.3. Instructional Supervision and Teachers' Support

Instructional supervision and teachers' support are vital components of promoting professional growth and improving teaching practices in educational settings. Instructional supervision involves the systematic observation, evaluation, and guidance provided to teachers by supervisors, such as principals or instructional coaches. The purpose of

instructional supervision is to ensure that teaching practices align with educational goals, standards, and best practices. Supervisors work collaboratively with teachers to provide feedback, offer resources and professional development opportunities, and support their instructional improvement efforts.

Teachers' support, on the other hand, refers to the assistance and guidance provided to teachers by their colleagues, administrators, and support staff. This support can take various forms, including mentoring, collaboration, sharing of resources, and constructive feedback. It aims to create a supportive and collaborative environment where teachers can thrive professionally, address challenges, and continuously enhance their teaching skills. By integrating instructional supervision and teachers' support, schools can foster a culture of professional growth and improvement. Supervisors play a crucial role in providing constructive feedback and guidance to teachers, helping them identify areas of strength and areas for growth. Teachers' support networks, both within and outside the school, provide additional resources, insights, and encouragement to enhance instructional practices. Together, instructional supervision and teachers' support contribute to the overall goal of improving student learning outcomes. They create a collaborative and reflective culture where teachers have the necessary resources, guidance, and encouragement to deliver high-quality instruction. By investing in instructional supervision and teachers' support, schools can foster continuous professional development and create an environment conducive to effective teaching and learning. Teachers fulfill students' fundamental needs by supplying them with learning materials. Similarly, principals play a crucial role in meeting teachers' basic instructional requirements by allocating necessary resources and materials.

When instructional leaders have a clear understanding of the classroom dynamics and instructional practices, they are in a better position to provide relevant resources and materials that support teachers' instructional efforts. Results of the study [9] revealed that one of the contributing factors to high-achieving schools was the active involvement of principals in assisting teachers in acquiring the instructional resources they need. By being attuned to the specific needs and challenges faced by teachers, principals can proactively allocate resources and materials that facilitate effective instruction. This support enhances teachers' instructional capacity and creates an environment conducive to student success. By recognizing the importance of principals' assistance in acquiring instructional resources, schools can foster a collaborative culture that prioritizes the provision of necessary tools for effective teaching and learning.

2.4. Instructional Supervision Teachers' Performance Assessment

Instructional supervision plays a crucial role in assessing and improving teachers' performance in educational settings. Through instructional supervision, administrators and instructional leaders observe and evaluate teachers' instructional practices, providing valuable feedback and support. This assessment process aims to ensure that teachers are effectively delivering instruction, meeting curriculum standards, and promoting student learning. Performance assessment of teachers involves systematically collecting data on various aspects of their teaching, including lesson planning, instructional strategies, classroom management, and student engagement. Supervisors utilize a range of assessment methods, such as classroom observations, student work analysis, and teacher self-reflection, to gather comprehensive evidence of teachers' performance.

The assessment process serves multiple purposes, including identifying areas of strength and areas for growth, providing constructive feedback to teachers, and informing professional development initiatives. It helps supervisors and teachers collaboratively set goals, develop action plans, and engage in continuous improvement efforts. Effective instructional supervision and performance assessment foster a culture of professional growth and accountability. By aligning assessment practices with instructional goals and standards, supervisors can support teachers in enhancing their teaching practices and addressing areas that need improvement. This process ultimately benefits students by ensuring high-quality instruction and promoting their academic success. It is essential for instructional supervisors to approach performance assessment with fairness, transparency, and a focus on professional development. By valuing ongoing communication, collaboration, and support, instructional supervision can effectively contribute to the continuous improvement of teachers' performance and overall educational outcomes. Instructional leadership encompasses a range of behaviors and functions that are essential for the effective supervision and evaluation of teachers. Instructional leaders conduct formal classroom observations to assess teaching strategies, student engagement, and classroom management. They engage in conferences with teachers, providing valuable feedback and guidance for improvement. Maintaining visibility within the school, instructional leaders actively participate in the learning environment and foster a collaborative approach to teaching and learning. They discuss instructional strategies with teachers, sharing insights and supporting their professional growth. Additionally, instructional leaders act as instructional resources, offering support and expertise in curriculum development and implementation. They closely monitor student progress, analyzing data to inform instructional decisions and interventions. Furthermore, instructional leaders facilitate collaboration among teachers, creating a culture of sharing and learning from one another's experiences [9].

In addition to these instructional leadership behaviors, principals perform key functions to ensure effective educational practices. They establish and communicate school goals, setting clear expectations for academic achievement. Principals use data to inform curricular decisions, supervising and evaluating the implementation of the curriculum. They prioritize the professional development of teachers, providing opportunities for growth and collaboration. Principals also communicate high standards for student achievement, fostering a culture of excellence. Furthermore, they protect instructional time, ensuring that teachers have the necessary resources and support to focus on effective instruction [12].

Monitoring and evaluating teachers' performance during lessons is a crucial aspect of the principal's role. By observing classes and analyzing teaching practices, the principal gains valuable insights into the functioning of the school. To ensure accurate recognition of each teacher's performance, a systematic approach to monitoring and evaluating classes and individual work must be developed. This may involve periodic observations and an analysis of teaching practices. Principals strategically select teachers to monitor and assess, planning ahead of the school year or during specific periods. Through systematic monitoring and evaluation, the principal can effectively determine the effectiveness of instructional practices and provide valuable recommendations for improvement [12].

3. Methods

The research methodology included the following components: research design, study locale, respondents, sampling technique, research instrument, validity and reliability measures, data gathering procedures, and statistical treatment of data. The methodology aimed to gather reliable data for addressing the research objectives.

3.1. Research Design

The research employed a quantitative research design, specifically utilizing a descriptive research method. This approach was chosen to assess and describe the extent of instructional supervision practices carried out by school heads in relation to three key areas: teachers' guidance, teachers' support, and teachers' performance assessment. By utilizing this research design, the study aimed to provide a comprehensive understanding of the current state of instructional supervision practices in these specific areas. The use of quantitative methods allowed for the collection of numerical data that could be analyzed and interpreted to draw meaningful conclusions about the extent of instructional supervision practices among school heads.

3.2. Locale of the Study

The research was conducted in a total of 61 schools within the Division of Maguindanao I and II in the BARMM region. These schools represent a diverse range of educational institutions, including national high schools, annexes, and agricultural schools. They are located in various towns and districts within the division, providing a broad coverage of schools in the area. The inclusion of these schools allowed for a comprehensive examination of instructional supervision practices among school heads and their impact on teachers' guidance, support, and performance assessment.

3.3. Respondents of the Study

Out of the total of 1,468, the study involved a total of 314 respondents, consisting of 60 school heads and 254 high school teachers. These respondents were selected from schools in the Maguindanao I and II divisions within the BARMM region. The distribution of respondents was as follows: Maguindanao I had 30 school heads and 127 teachers, while Maguindanao II also had 30 school heads and 127 teachers allowing for a comprehensive understanding of the instructional supervision practices and perceptions of both school heads and teachers in the selected schools.

3.4. Sampling Technique

The sampling technique used in this research study was random sampling. Random sampling is a widely recognized method that provides each member of the population an equal opportunity to be selected as part of the sample.

In this case, the population consisted of 1,468 individuals, which included both high school teachers and school heads from the selected schools in Maguindanao I and II. To determine the appropriate sample size, the researchers applied the Slovin's formula. The formula takes into account the population size and the desired margin of error. In this study, the population size was 1,468, and the margin of error was set at 5%. By substituting these values into the formula, the initial calculation yielded a sample size of 384. However, the actual number of respondents collected for the study was 314. The deviation from the initially calculated sample size was due to various factors such as time constraints and non-response from some individuals. Despite this discrepancy, the researchers proceeded with the data collection process

using the available participants. While the smaller sample size may introduce certain limitations to the study, it is important to acknowledge these limitations and interpret the findings accordingly.

The researchers made efforts to ensure that the collected data still provided valuable insights into the extent of instructional supervision practices among school heads in terms of teachers' guidance, support, and performance assessment. By employing random sampling, the study aimed to minimize bias and obtain a representative sample from the population of interest. Although the actual sample size was smaller than initially calculated, the researchers sought to gather meaningful data and draw reliable conclusions within the given limitations. It is crucial for researchers to be transparent about the sampling technique used and the challenges faced in data collection to maintain the integrity and validity of the study.

3.5. Research Instrument

The research instrument employed in this study was a self-developed questionnaire designed to collect essential data. The questionnaire consisted of statements that aimed to assess the implementation level of school heads' instructional supervision practices in terms of teachers' guidance, support, and performance assessment.

To gauge the respondents' perceptions, a rating scale was employed along with clear descriptors. This rating scale provided a structured framework for participants to express their views and evaluate the extent of implementation for each aspect of instructional supervision. The descriptors and corresponding score ranges were as follows: "Highly Evident" (score range: 3.50 - 4.00), "Evident" (score range: 2.50 - 3.49), "Less Evident" (score range: 1.50 - 2.49), and "Least Evident" (score range: 1.00 - 1.49). The descriptions, equivalent mean values and interpretations are summarized as follows:

Supervision Practices	Mean	Interpretation
Highly Evident	3.50-4.00	Strongly implemented
Evident	2.50-3.49	Moderately implemented
Less Evident	1.50-2.49	Partially implemented
Least Evident	1.00-1.49	Minimally implemented

Using the said rating scale, respondents were able to assess and rate each statement based on their perception of the extent to which school heads employed instructional supervision practices. The scale provided a structured framework for respondents to express their opinions and evaluate the level of implementation for each aspect of instructional supervision. The questionnaire was thoughtfully designed to ensure clarity and relevance of the items. Rigorous pilot testing and expert validation were conducted to enhance the validity and reliability of the instrument. The questionnaire served as a valuable tool in collecting data from the respondents and providing insights into the extent of instructional supervision practices carried out by school heads.

3.6. Validity and Reliability of the Research Instrument

The validity and reliability of the research instrument were carefully addressed in this study. To ensure the validity of the instrument, it underwent a rigorous validation process. Graduate school professors and a school head from a secondary school in Schools Division of Maguindanao I reviewed and evaluated the questionnaire's content, ensuring that it accurately captured the intended constructs and measured what it was designed to measure. In terms of reliability, a pilot test was conducted to assess the consistency and stability of the survey instrument. A sample of 20 respondents was selected, and they were asked to complete the questionnaire. The responses obtained from this pilot test were then analyzed by a statistician to determine the instrument's reliability. The reliability of the instrument was assessed using Cronbach's Alpha, a commonly used measure of internal consistency. The obtained coefficient was calculated to be .961, indicating a high level of internal consistency among the items in the questionnaire. This indicates that the items in the instrument are highly correlated and consistently measure the intended constructs of instructional supervision practices. Hence, the validation process and reliability testing procedures undertaken in this study contribute to the robustness and credibility of the research instrument. The instrument's validity ensures that it accurately measures the desired variables, while its reliability guarantees consistent and dependable results. These factors enhance the overall quality and trustworthiness of the data collected for the study.

3.7. Data Gathering Procedure

The data gathering procedure for this study consisted of several stages to ensure the collection of accurate and reliable data.

The first stage involved preparing all the necessary instruments, which included revising the self-made questionnaire based on the recommendations provided by the screening committee. This step aimed to refine the instrument and ensure its alignment with the research objectives. After revising the instrument, a pre-conversation was conducted with the school heads of the target schools. During this session, the researchers explained the nature and concept of the study, providing a clear understanding of the research goals and objectives. Following this, a letter of approval was sought from the division's superintendents, indicating official permission to conduct the study within the selected schools.

Prior to data collection, the researchers obtained approval from the Dean of the Graduate School at Cotabato State University, further validating the study's ethical and academic standards. With all necessary approvals in place, the researchers personally administered the questionnaires to the school heads and teachers identified as respondents. During the data collection process, the respondents were given sufficient time to complete the survey questionnaire. This allowed them to carefully respond to each item and provide accurate information based on their experiences and perceptions. The researchers ensured that the process respected the privacy and confidentiality of the respondents, treating the collected data with utmost sensitivity and care. Thus, the data gathering procedure followed a systematic and ethical approach, involving clear communication with school heads, obtaining necessary approvals, and personally administering the questionnaires to the respondents. These measures were implemented to ensure the quality and integrity of the data collected for the study.

3.8. Statistical Treatment of Data

The statistical treatment of data in the study involved the use of the mean to determine the extent of school heads' instructional supervision strategies specifically related to teachers' guidance, teachers' support, and teachers' performance assessment. By calculating the mean, the average score for each of these areas of instructional supervision practices was obtained. The mean provides a measure of central tendency, allowing for a summary of the data and indicating the average level of implementation of instructional supervision strategies in these specific domains. The mean can help identify the overall effectiveness and extent to which school heads are engaging in practices that support teachers' guidance, provide necessary support, and assess their performance. It provides a quantitative measure that allows for comparisons and insights into the general patterns and trends related to instructional supervision in the study sample.

4. Results and Discussions

The findings of the study are presented through tables and text, addressing each statement of the problem. The discussion follows an inductive approach, highlighting indicators with the highest and lowest ratings and supporting them with relevant literature and studies. The implications of the findings are also discussed. Furthermore, the overall rating is thoroughly presented and analyzed.

4.1. Statement of the Problem 2.1

4.1.1. To what extent do school heads employ instructional supervision practices in terms of teachers' guidance?

To address the research problem, the study analyzed the indicators of instructional supervision practices employed by school heads in terms of teachers' guidance. Table 1 presents the mean values and corresponding descriptions for each indicator, which were computed using statistical analysis software SPSS. The findings provide insights into the extent of instructional supervision practices utilized by school heads in guiding and supporting teachers in their professional development and classroom practices.

Table 1 Mean rating on the extent of instructional supervision practices of school heads in terms of teachers' guidance

Statements	Mean	Description
Direct teachers of instructional supervision approaches	3.25	Evident
Advice teachers to use active learning in the classroom	3.38	Evident

Frequently visit classrooms for instructional supervision purposes	3.05	Evident
Solicit and provide feedback on instructional supervision methods and techniques	3.15	Evident
Use instructional data to focus attention on improving the curriculum or instruction	3.10	Evident
Arrange induction training for beginner teachers	3.10	Evident
Assist teachers in lesson planning	3.13	Evident
Assist teachers in developing or selecting instructional materials	3.20	Evident
Spread new teaching methodologies among teachers	2.97	Evident
Facilitate experience sharing programs between teachers	3.15	Evident
Overall Mean	3.15	Evident

Legend: 3.50 - 4.00: Highly Evident 2.50 - 3.49: Evident 1.50 - 2.49: Less Evident 1.00 - 1.49: Least Evident

The results indicate that school heads in the Division of Maguindanao I and II have been actively involved in instructional supervision practices to enhance teachers' guidance and support. The indicator "advice teachers to use active learning in the classroom" received the highest mean rating of 3.38, indicating that school heads provided recommendations to teachers on incorporating active learning strategies to improve the effectiveness and efficiency of the teaching and learning process. This finding aligns with the understanding that school heads serve as guides and coordinators who mediate between teachers and educational objectives, aiming to improve the processes of teaching and learning. By offering guidance and support, school heads facilitate the acquisition of motivation, autonomy, self-awareness, and skills necessary for teachers to effectively accomplish their job. Although the indicator "facilitates new teaching methodologies among teachers" received a relatively lower mean rating of 2.97, it is still evident that school heads employed efficient strategies to introduce and guide teachers in adopting new teaching methodologies. This supports the belief that supervision is a developmental process that enhances individuals' ability to accomplish their tasks effectively, ultimately benefiting the teaching and learning process. The overall mean rating of 3.15 for instructional supervision practices in terms of teachers' guidance implies that the indicators mentioned above were helpful in providing the necessary guidance and support to teachers. School heads' leadership and guidance contribute to the improvement of instructional approaches, leading to enhanced student performance indirectly. The school heads' role in setting instructional goals and ensuring effective educational strategies are in place is crucial for facilitating the needs of diverse learners and promoting good teaching practices.

As instructional leaders, school heads play a vital role in guiding and leading teachers towards improved teaching and learning practices. By providing guidance, assistance, and direction, they support teachers' professional growth and contribute to the overall development of the school. This creates a positive impact on the teaching and learning process, benefiting both teachers and students. Research conducted by Hendriks and Steen [10] supports the notion that school principals have a moderate influence on student achievement, primarily through the improvement of classroom instruction and student learning. This influence is indirect and occurs through the behaviors, beliefs, knowledge, practices, and competencies of teachers. Therefore, the active involvement of school heads in instructional supervision practices contributes to the overall educational success of the institution. This supports the study [25] that school practices have a significant effect on the quality of education. Sustaining best practices, support, initiatives, and innovations by stakeholders can contribute to the efficient attainment of quality education.

Therefore, the findings highlight the importance of teachers' guidance as a crucial aspect of instructional supervision. The active involvement of school heads in providing guidance and support enhances instructional practices, ultimately leading to improved teaching and learning outcomes. School heads' role as instructional leaders is essential in fostering a positive learning environment and facilitating the professional growth of teachers.

4.2. Statement of the Problem 2.2

4.2.1. To what extent do school heads employ instructional supervision practices in terms of teachers' support?

To address the research problem, the study analyzed the indicators of instructional supervision practices employed by school heads in terms of teachers' support. Table 2 presents the mean values and corresponding descriptions for each indicator, which were computed using statistical analysis software SPSS. The findings provide insights into the extent of instructional supervision practices utilized by school heads in guiding and supporting teachers in their professional development and teaching-learning approaches.

Table 2 Mean rating on the extent of instructional supervision practices of school heads in terms of teachers' support

Statements	Mean	Description
1. Listen and respond to teachers' concerns	3.43	Evident
2. Provide opportunities for teachers to share strategies with each other	3.33	Evident
3. Offer quality professional development	2.97	Evident
4. Encourage participation in professional communities	3.18	Evident
5. Conduct meaningful evaluations	3.00	Evident
6. Identify any instructional limitations of teachers in the classrooms	3.02	Evident
7. Encourage school self-evaluation on instructional matters	3.00	Evident
8. Design appropriate intervention for teachers' methods and techniques	3.00	Evident
9. Initiate and help teachers in developing instructional goals and objectives	3.13	Evident
10. Aid teachers in doing action research	2.88	Evident
Overall Mean	3.09	Evident

Legend: 3.50 - 4.00: Highly Evident 2.50 - 3.49: Evident 1.50 - 2.49: Less Evident 1.00 - 1.49: Least Evident

The table above presents the mean ratings for the extent of instructional supervision practices employed by school heads in terms of teachers' support. The mean scores indicate the average ratings provided by the respondents. The findings reveal that all ten statements related to instructional supervision practices are rated as evident which indicate that school heads have implemented these practices to a certain extent in providing support to teachers. The indicator "listen and respond to teachers' concerns" demonstrated the highest mean of 3.43, which is described as evident. This finding highlights the supportiveness of secondary school heads in listening and responding to teachers' concerns, which can significantly boost teachers' confidence and enhance their self-esteem in carrying out their instructional function. This indicator reflects the school heads' efforts to provide encouragement, motivation, and open up new methods and strategies through effective communication with teachers. Through actively listening and responding to teachers' concerns, school heads demonstrate their support and create a conducive environment for teaching and learning. "Strengthening collaboration between and among the schools' stakeholders are indispensable to make the school environment conducive for learning that would contribute to quality education [15]. Having a supportive school head can make a significant difference for teachers. When instructional leaders are aware of what is happening in the teaching and learning environment, they are better able and willing to provide the necessary resources and materials that support teachers' instructional efforts. In fact, research has shown that one of the determining factors of high-achieving schools is the principals' assistance to teachers in acquiring the instructional resources they need [9]. Therefore, the support and responsiveness of school heads to teachers' concerns play a crucial role in enhancing instructional practices.

On the other hand, the indicator "aid teachers in doing action research" received the lowest mean rating of 2.88, which is still described as evident. Despite its lower rating, this indicates that school heads also manifested support for teachers in terms of conducting action research. There was encouragement and supervision provided by the school heads to facilitate teachers' engagement in action research. This finding shows the importance of providing teachers with support and opportunities to engage in research and professional development activities. By doing so, school heads empower teachers, strengthen their motivation, and foster a culture of sharing best practices and success stories among the teaching staff. Successful implementation of instructional supervision requires school heads to model support for teachers' instructional goals. This ensures that the goals have widespread support within the school, integrate well with instructional practices, and align with other school objectives [7]. The overall mean rating of 3.09, described as evident, signifies that the instructional supervision practices of school heads in terms of teachers' support were clearly manifested and practiced in the secondary schools of Divisions Maguindanao I and II.

School heads should consistently provide 100% support to teachers. Constructive criticism from school heads can contribute to the effectiveness of teachers, and the use of various styles and approaches by school heads promotes the interests of instructional practices. Administrators should make it clear that they are available to provide support to teachers in both personal and professional capacities. Supportive leadership is essential for creating an environment where teachers can thrive and continuously improve their instructional practices. The administration of a school bears

the responsibility of allocating and utilizing various resources effectively to accomplish the overall goals of teachers and the school as a whole. In secondary schools, principals play a vital role in instructional leadership and may even participate in teaching activities when necessary. It is important to ensure that principals understand their responsibilities in improving and developing instruction within the school system. This can be achieved by harnessing the available resources allocated to the schools and aligning them with the educational goals [20]. By considering these findings and insights, school leaders can further enhance their instructional supervision practices and support teachers' professional growth, ultimately leading to improved teaching and learning outcomes within the school.

4.3. Statement of the Problem 2.3

4.3.1. To what extent do school heads employ instructional supervision practices in terms of teachers' performance assessment?

To address the research problem, the study analyzed the indicators of instructional supervision practices employed by school heads in terms of teachers' performance assessment. Table 3 presents the mean values and corresponding descriptions for each indicator, which were computed using statistical analysis software SPSS. The findings provide insights into the extent of instructional supervision practices utilized by school heads in guiding and supporting teachers in their professional development and instructional practices.

Table 3 Mean Rating on the Extent of Instructional Supervision Practices of School Heads in terms of Teachers' Performance Assessment

Statements	Mean	Description
1. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	3.28	Evident
2. Review student work products when evaluating classroom instruction	3.02	Evident
3. Conduct informal observations in classrooms on a regular basis	2.95	Evident
4. Point out specific strengths in teacher's instructional practices in post-observation feedback	2.93	Evident
5. Assess the effectiveness of instruction	3.07	Evident
6. Clarify professional development needs	3.17	Evident
7. Provide evidence of growth and valuable data of teachers	3.10	Evident
8. Explain the purpose and goals of the evaluation	3.13	Evident
9. Give the right comments for teacher's evaluation	3.18	Evident
10. Set benchmarks and plan for future evaluation	3.18	Evident
Overall Mean	3.10	Evident

Legend: 3.50 - 4.00: Highly Evident 2.50 - 3.49: Evident 1.50 - 2.49: Less Evident 1.00 - 1.49: Least Evident

Table 3 presents the extent of instructional supervision practices employed by school heads in terms of teachers' performance assessment. The overall mean rating of 3.10, described as evident, indicates that instructional supervision in terms of teachers' performance assessment was evident in the secondary schools of Divisions Maguindanao I and II.

The indicator "ensure that the classroom priorities of teachers are consistent with the goals and directions of the school" received the highest mean rating of 3.28, described as evident. This finding suggests that school heads highly encourage teachers to align their classroom priorities with the overall goals and directions of the school. Such alignment between teachers' practices and school objectives enhances teachers' effectiveness and contributes to improved student learning and achievement. It is crucial for school heads to monitor and evaluate teachers' performance as part of the instructional supervision process. By observing classrooms and analyzing the data, school heads gain valuable insights into the teaching and learning happening within the school [3].

On the other hand, the indicator "point out specific strengths in teacher's instructional practices in post-observation feedback" received the lowest mean rating of 2.93, described as evident. Despite its lower rating, this finding emphasizes

that school heads in public high schools' attribute strengths to teachers' instructional practices through post-observation feedback. This observation process provides an opportunity for school principals to assess the effectiveness and impact of their recommendations. The purpose of such feedback is to promote growth, development, interaction, problem-solving, and capacity-building in teachers [29].

The results indicate that school heads are recognizing and providing feedback on teachers' instructional strengths, which helps improve the teaching and learning process. Addressing areas of poor performance during evaluation leads to enhancements in the teaching and learning process. It is essential for school administrators to accurately recognize the performance of each teacher and develop a systematic monitoring and evaluation process to support continuous improvement [27].

Supervision practices aim to improve teaching and learning processes, create a conducive learning environment, achieve synergy and coordination efforts, ensure professional development, enhance teachers' motivation, improve teaching and learning quality, identify areas for improvement, assist less-competent teachers in becoming more competent, and support new teachers in adapting to the school environment [27]. In addition to observations, it is crucial for observers/supervisors to provide constructive feedback and appropriate resources for teachers to utilize. School principals should utilize data to make supervisory decisions and provide meaningful feedback [11]. "The excellent management of educational resources can contribute to the improvement of institutional performance leading to the efficient attainment of educational mission and goals as well as for the attainment of quality education even in the new normal and during trying times" [8].

In summary, the findings highlight the evident instructional supervision practices in terms of teachers' performance assessment in the secondary schools of Divisions Maguindanao I and II. The encouragement of teachers to align their priorities with the school's goals and the recognition of teachers' strengths through post-observation feedback demonstrate the commitment of school heads to enhancing instructional practices and promoting professional growth. By utilizing effective supervision strategies and providing meaningful feedback, school leaders can support teachers in their continuous development, leading to improved teaching and learning outcomes within the school.

5. Conclusion

This study on instructional supervision practices in secondary schools has shed light on the significant role of school heads in supporting and guiding teachers, ultimately benefiting the entire educational ecosystem. The findings unveil the importance of effective instructional supervision in fostering a supportive, growth-oriented environment that enhances teaching practices and promotes student achievement. The result reveals a commendable commitment among school heads to prioritize teachers' needs and concerns. By actively listening and responding to teachers' feedback, school heads create an atmosphere of trust and collaboration, empowering teachers to excel in their instructional endeavors. This practice not only boosts teachers' confidence and self-esteem but also encourages open dialogue and the exchange of innovative teaching strategies.

Furthermore, the study highlights the positive impact of aligning classroom priorities with the overall goals and direction of the school. This strategic alignment ensures a cohesive educational experience, where all stakeholders work together towards a common vision. School heads play a vital role in providing clarity, direction, and purpose to teachers, fostering a sense of ownership and commitment to achieving academic excellence. Furthermore, the study emphasizes the value of ongoing professional development and knowledge sharing. School heads' commitment to providing quality professional development opportunities and facilitating collaboration among teachers cultivates a culture of continuous learning and improvement. This collective effort contributes to the adoption of effective teaching methodologies, the integration of new research practices, and the exploration of innovative approaches, ultimately benefiting student learning outcomes. The societal benefits of this study are far-reaching. By improving instructional supervision practices, it does not only elevate the quality of teaching and learning within individual schools but also contribute to the overall advancement of the education system. Well-supported and empowered teachers are better equipped to provide high-quality education, positively impacting student engagement, motivation, and achievement. This, in turn, fosters social mobility, empowers individuals, and strengthens communities.

Moreover, it is crucial to capitalize on the insights gained from this study and continue to enhance instructional supervision practices. Educational policymakers, school administrators, and stakeholders must collaborate to develop comprehensive professional development programs, establish robust feedback and support mechanisms, and foster a culture of continuous improvement. Besides, strengthening technology and innovative tools can streamline supervision processes and enable data-driven decision-making, further enhancing instructional practices. These can foster an educational environment that embraces excellence, nurtures talent, and prepares future generations for success. The

transformative power of effective instructional supervision practices extends far beyond the classroom, positively impacting society as a whole. It is a collective responsibility for all concerned to invest in the development of instructional leaders, empower teachers, and create an educational ecosystem that thrives on collaboration, innovation, and continuous growth.

Therefore, this study serves as a catalyst for positive change, inspiring a renewed focus on instructional supervision practices that empower teachers, engage students, and elevate the educational experience. By harnessing the potential of instructional supervision, the full potential of education system may be unlocked and can pave the way for a brighter, more prosperous future, and towards sustainable quality education in the region and in the global community.

Compliance with ethical standards

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Disclosure of Conflict of interest

The authors declare no conflict of interest in relation to this study. The research was conducted with the utmost integrity and objectivity, without any personal, financial, or professional biases that could influence the interpretation of the findings or the presentation of the results. The authors are committed to upholding the highest standards of research ethics and transparency.

Statement of ethical approval

This study was conducted in accordance with ethical guidelines and principles. Ethical approval was obtained from the institution prior to the commencement of data collection. The research protocol and procedures were carefully designed to ensure the protection of participants' rights, confidentiality, and anonymity. Informed consent was obtained from all participants, and they were informed about the purpose of the study, their voluntary participation, and the handling of their data. The study was conducted with the utmost respect for ethical considerations and in compliance with applicable regulations and guidelines.

Statement of informed consent

Prior to participating in this study, all participants were provided with detailed information about the research objectives, procedures, potential risks and benefits, confidentiality measures, and their rights as participants. They were given the opportunity to ask questions and clarify any concerns they had regarding their involvement. Participants were assured that their participation was entirely voluntary and that they could withdraw from the study at any time without consequences. By providing their consent, participants acknowledged their understanding of the study and agreed to participate willingly. Confidentiality and anonymity were maintained throughout the study to protect the privacy of the participants.

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Authors' short biography

	Joanie T. Haramain is a seasoned educator and researcher with an almost three-decade background in the teaching profession. Throughout her career, she has actively contributed to the field through numerous publications in reputable journals, showcasing her expertise and insights. Her research interests span across quantitative and qualitative methodologies, allowing her to explore diverse areas such as education, language, history, and management. Alongside her scholarly pursuits, the author has taken on the role of a mentor, guiding fellow researchers and assisting them in enhancing their skills in conducting scientific investigations. Her passion lies in advancing knowledge and making meaningful contributions to the academic community, as she strives to create inclusive learning environments and empower students. The author's research, driven by a steadfast commitment to scientific rigor, has yielded groundbreaking findings that advance understanding in key areas of education and society. Renowned for her exceptional contributions, she continues to shape the future of education through her unwavering dedication and pursuit of excellence.
	Maria Lucila S. Sumapal is an experienced educator with a passion for teaching, holding a Doctor of Philosophy (Ph.D.) degree in Educational Administration and a Master of Arts in Education (MAEd) with a specialization in School Administration and Supervision. With a strong foundation in education, she began her career as a volunteer teacher and progressed to become a dedicated classroom teacher, accumulating valuable experience along the way. Currently, she proudly serves as a secondary school teacher, where she is deeply committed to making a positive impact on the lives of her students. Her unwavering dedication to education is evident in her continuous pursuit of personal and professional growth within the field. Drawing upon her diverse educational background and expertise, she brings a wealth of knowledge to her teaching practice, ensuring that her students receive the highest quality education. Beyond the classroom, the author also explores her passion for education through her writing. As an author, she shares her insights and expertise, contributing to the educational discourse and enriching the literature in the field. With her extensive experience, advanced qualifications, and unwavering commitment to personal and professional growth, the author stands as a respected educator, dedicated to making a positive impact in the lives of students and shaping the future of education.