

The Instructional Supervision of the Elementary School Administrators in the Ministry of Basic, Higher, and Technical Education – Sulu

^[1]Rohana S. Karag*, ^[2]Masnona L. Sabdani-Asiri

^[1] Master of Arts in Education, Sulu State College, Jolo, Sulu, Philippines

^[2] DPA, Sulu State College, Jolo, Sulu, Philippines

Corresponding Author Email: ^[1] sscgspub@sulustatecollege.edu.ph, ^[2] mlsasiri1971@gmail.com

Abstract— *The study is descriptive research which deals with the assessment on the instructional supervision practices among elementary school administrators in MBHTE – Sulu. It also deals with the demographic profiles of the respondents in terms of gender, age, civil status, teaching experience, and educational attainment. It also deals with the extent of instructional supervision practices among elementary school administrators in the context of classroom visitation, teachers meeting, seminar – workshop, teaching demonstration, discussion with peers, self – directed development, and in – service training. “It also deals with the significant difference in the extent of instructional supervision practices among elementary school administrators in MBHTE – Sulu when data are grouped according to demographic profile in terms of gender, age, civil status, teaching experience, and educational attainment, and the significant correlation among the subcategories subsumed under the extent of instructional supervision practices among elementary school administrators in MBHTE – Sulu. The study was conducted among the six island district schools particularly at Siasi I, Siasi II, Sibaud, Laminusa, Lugus, and Tapul. The respondents of the study are the elementary school administrators of the six island district schools. Purposive sampling technique was used in selecting the respondents of the study. The research instrument is composed of two parts. Part I is about the demographic profile of the respondents which includes their gender, age, civil status, teaching experience, and educational attainment”. Part II is composed of 5 statements each on classroom visitation, teachers meeting, seminar – workshop, teaching demonstration, discussion with peers, self – directed development, and in – service training. There are 5 levels to choose from which ranges from “excellent” to “very poor”. It was found that the demographic profile of the elementary school administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu shows that they are predominantly female, married, in their early adulthood stage, with bachelor’s degree, and with less than 10 years of teaching experience. The instructional supervision practices of elementary school administrators are very satisfactory. There is a significant difference in terms of gender only while no significant difference was found in terms of other profiles. There is a positive and high correlation among the instruction supervisory practices among elementary school administrators.*

Keywords: *Instructional supervision, elementary school administrators, MBHTE – Sulu.*

I. INTRODUCTION

Education is the primary component that decides the advancement of the country. Qualified HR must be accomplished through great nature of education, and fantastic assets will improve the advancement of the country. The experience of cutting-edge nations demonstrates the way that nation, even with insignificant regular assets, can turn into a foster country since it is upheld by top notch HR. Excellent HR can be ready through well-rounded schooling. One of the primary signs of a great education is that understudy learning results can be completely accomplished.[1]

The most ideal way to further develop educators' showing skill is through educational oversight which is the method involved with helping instructors to create and work on the nature of educating and growing experience and climate, with extreme objective of further developing understudy learning results. To accomplish the objective, the course of oversight exercises should be done following the right standards and methods. Nonetheless, in all actuality, educational management exercises have not been demonstrated at this point to work on the nature of learning. The exploration

consequence of Wiyono et al (2017) that of the 26 educational oversight methods that were applied, just six strategies showed critical effect on instructors' presentation. Along these lines, it should be concentrated on more profoundly the way that informative oversight completed. By knowing this, it is trusted that it can work on the nature of the educators' showing cycle, and eventually, it can further develop understudy learning accomplishment. [2]

II. METHODS

A descriptive research design was employed in this study to determine the extent of instructional supervision of the elementary school administrators. This study was conducted among the island districts, Tapul, Lugus, Sibaud, Siasi I, Siasi II to include the Laminusa island school Administrators during school year 2023-2024. The respondents of this study were the 120 elementary school administrators and teachers of six island districts of Division of Sulu during the school year 2023-2024 regardless of the positions and the status of appointments. A purposive sampling was employed in this study. All the elementary school administrators in the above named-districts were purposively be taken as respondents of

this study. The researcher secured approval from the office of the Dean of Graduate School and properly endorsed by the thesis adviser to launch the checklist questionnaires. The approval letter from the Dean of the Graduate School was attached to the letter request for permission for the approval of the Schools Division Superintendent to launch the questionnaires in the identified districts under study for documentation and for record purposes. The researcher personally launched the checklist questionnaires to the field to ensure one hundred percent (100%) retrieval of questionnaire. A survey checklist-questionnaire is pattern after Rhealina (2021) was employed in gathering of the necessary data for the study. The study poll comprises of two sections. Section one zeroed in on the segment profile of the school overseer respondents especially the orientation, age, common status, authoritative experience and the educational accomplishment. Part II was about the informative oversight of school overseers. For issue number 1, the mean and the standard deviation was utilized to decide the recurrence count and percentile rank to decide the segment profile of the school manager respondents. For issue number 2, mean and standard deviation was utilized to decide the degree of the

educational Management of School Directors. For issue number 3, t-test for the free examples under review was utilized to decide the massive contrast in the degree of the informative management standards under review when the respondents are gathered by orientation and One-Way Examination of Difference (ANOVA) was used when information are assembled by age, common status, length of administration and educational accomplishment. For issue number 4, Man Item Second Connection Coefficient (Pearson r) was utilized to decide the level of connection among the degree of educational oversight of school heads. The accompanying rating scale stretches were adjusted in the examination of the consequences of the calculations got from the utilized of both engaging and inferential factual devices. [3]

III. OBJECTIVES

This study assessed the instructional supervision practices of the elementary school administrators of Island Districts in the Division of Sulu, more specifically to:

1. Determine the demographic profile of elementary school administrators in Island Districts in terms of: gender, age, civil status, administrative experience and the educational attainment.
2. Determine the extent of instructional supervision practices of elementary school administrators in terms of: teachers` meeting, classroom visitation, teaching demonstration, self-evaluation, discussion with peers, seminar-workshop and the in-service training.
3. Determine whether there is significant difference in the extent of instructional supervision practices of elementary school administrators when they are classified according to gender, age, civil status,

administrative experience and the educational attainment.

4. Determine if there is a significant correlation among the extent of the instructional supervision practices of elementary school administrators in Ministry of Basic, Higher, and Technical Education terms of: classroom visitation, teachers` meeting, seminar-workshop, teaching demonstration, discussion with peer, self-directed development, and in-service training [4].

IV. RESULTS

Demographic Profile

4.1 In terms of Gender

Table 1.1 presents the demographic profile of the elementary school administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu in terms of gender. The table indicates that out of 120 elementary school administrator-respondents, it highly concentrated toward females who make up 85% (102), while males account for 15% (18). This means that most of the elementary school administrator-respondents are female, and that there is a gender gap of 70% between female and male respondents. This implies a higher participation or representation of female elementary school administrator-respondents in the surveyed group.

Table 1.1 Elementary school administrators-respondents` demographic profile in terms of gender.

| Gender | Number of Respondents | Percent |
|---------------|------------------------------|----------------|
| Male | 18 | 15% |
| Female | 102 | 85% |
| Total | 120 | 100% |

4.2 In terms of Age

Table 1.2 presents the demographic profile of the elementary school administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu in terms of age. The table indicates that out of 120 elementary school administrator-respondents, the majority is between 31-40 years old, making up 35.8% (43). This is followed by those aged 41-50 years, 51 years and above, and 30 years and below, accounting for 34.2% (41), 25.8% (31), and 4.2% (5) respectively. This means that the majority of the elementary school administrator-respondents are in their early adulthood stage. The table shows that there is a difference of at least 1.6% between the other groups. This implies a relatively skewed age distribution among the elementary school administrator-respondents in the surveyed group.

Table 1.2 Elementary school administrators-respondents’ demographic profile in terms of age.

| Age | Number of Respondents | Percent |
|------------------------|-----------------------|-------------|
| 30 years old and below | 5 | 4.2% |
| 31-40 years old | 43 | 35.8% |
| 41-50 years old | 41 | 34.2% |
| 51 years old and above | 31 | 25.8% |
| Total | 120 | 100% |

4.3 In terms of Civil Status

Table 1.3 presents the demographic profile of the elementary school administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu in terms of civil status. The table indicates that out of 120 elementary school administrator-respondents, the majority are married, making up 75% (90). This is followed by those who are single, and separated/widowed, accounting for 17.5% (21), and 7.5% (9) respectively. This means that the majority of the elementary school administrator-respondents are married. The table shows that there is a difference of at least 57.5% between the other groups. This implies a relatively diverse range of civil status among the elementary school administrator-respondents, which is highly concentrated in the married group. [5]

Table 1.3 Elementary school administrators-respondents’ demographic profile in terms of civil status.

| Civil Status | Number of Respondents | Percent |
|-------------------|-----------------------|-------------|
| Single | 21 | 17.5 |
| Married | 90 | 75.0 |
| Separated/widowed | 9 | 7.5 |
| Total | 120 | 100% |

4.4 In terms of Teaching Experience

Table 1.4 presents the demographic profile of the elementary school administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu in terms of teaching experience. The table indicates that out of 120 elementary school administrator-respondents, the majority have been teaching for 10 years and below, making up 47.5% (57). This is followed by those who have been teaching for 11-20 years, and 21 years and above, accounting for 26.7% (32), and 25.8% (31) respectively. This means that the majority of the elementary school administrator-respondents have less than a decade of teaching experience in the Ministry of Basic Higher and Technical Education Sulu. The table shows that there is a difference of at least 20.8% between the other groups. This implies a slightly skewed teaching experience distribution among the elementary school administrator-respondents in the surveyed group.

Table 1.4 Elementary school administrators-respondents’ demographic profile in terms of teaching experience.

| Teaching experience | Number of Respondents | Percent |
|---------------------|-----------------------|-------------|
| 10 years and below | 57 | 47.5% |
| 11-20 years | 32 | 26.7% |
| 21 years and above | 31 | 25.8% |
| Total | 120 | 100% |

4.5 In terms of Educational Attainment

Table 1.5 presents the demographic profile of the elementary school administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu in terms of educational attainment. The table indicates that out of 120 elementary school administrator-respondents, the majority have bachelor’s degree, making up 72.5% (87). This is followed by those with Master’s units, master’s degree, and with doctoral units, accounting for 22.5% (27), 4.2% (5), and .8% (1) respectively. This means that the majority of the elementary school administrator-respondents are bachelor’s degree holder. The table shows that there is a difference of at least 50% between the other groups. This implies a highly skewed educational attainment distribution among the elementary school administrator-respondents in the surveyed group.[6]

Table 1.5 Elementary school administrators-respondents’ demographic profile in terms of educational attainment.

| Educational Attainment | Number of Respondents | Percent |
|------------------------|-----------------------|-------------|
| Bachelor's Degree | 87 | 72.5% |
| BEED with MA Units | 27 | 22.5% |
| Master's Degree | 5 | 4.2% |
| With Doctoral Units | 1 | .8% |
| Total | 120 | 100% |

V. INSTRUCTIONAL SUPERVISION TECHNIQUES

5.1 In the context of Classroom Visitation

Table 2.1 shows the extent of instructional supervision techniques of elementary school administrators in the Ministry of Basic, Higher, and Technical Education Sulu in the context of Classroom Visitation. The result shows that the total mean score is 4.1833, which indicates an overall rating of “Very Satisfactory”. The total standard deviation is 0.58817, which indicates that there is less variation among the elementary school administrator-respondents in their agreement with the statements. This means, the elementary school administrator-respondents rated themselves as very satisfactory in the instructional supervision techniques in classroom visitation.[7]

The mean scores indicate that the elementary-school administrator-respondents performed very satisfactorily in their regular classrooms visits to ensure a quality teaching-learning process, that they saw to it that daily lesson

logs were made available, that they made themselves visible in different classrooms in all grade levels, that they showed manifestation of sincerity to help in direct supervision, and that there were proper teaching-learning activities. The highest mean score is 4.24 for the statement “To show manifestation of sincerity to help in direct supervision.” This means that the administrators are very sincere and supportive

in providing direct supervision to the teachers and students. The lowest mean score is 4.11 for the statement “To make myself visible in different classrooms in all grade levels.” Though it is rated with very satisfactory, this means that the administrators are not as visible or frequent in visiting different classrooms and grade levels.[8]

Table 2.1 “Extent of instructional supervision techniques of elementary school administrators in the Ministry of Basic Higher and Technical Education Sulu in the context of Classroom Visitations”.

| Statements | Mean | SD | Rating |
|--|---------------|---------------|--------------------------|
| 1. Regular classrooms visit to ensure quality teaching-learning process. | 4.22 | .700 | Very Satisfactory |
| 2. To see to it that daily lesson log is made available | 4.17 | .714 | Very Satisfactory |
| 3. To make myself visible in different classrooms in all grade levels | 4.11 | .742 | Very Satisfactory |
| 4. To show manifestation of sincerity to help in direct supervision. | 4.24 | .686 | Very Satisfactory |
| 5. To ensure that there exist proper teaching-learning activities. | 4.18 | .698 | Very Satisfactory |
| Total | 4.1833 | .58817 | Very Satisfactory |

Legend: “4.50-5.00 = Excellent (E), 3.50-4.49 = Very Satisfactory (VS), 2.50-3.49 = Satisfactory (S), 1.50-2.49 = Poor (P), 1.00-1.49 = Very Poor (VP)”

5.2 In the context of Teachers’ Meeting

Table 2.2 shows the extent of instructional supervision techniques of elementary school administrators in the Ministry of Basic, Higher, and Technical Education Sulu in the context of Teachers’ Meeting. The result shows that the total mean score is 4.2267, which indicates an overall rating of “Very Satisfactory”. The total standard deviation is 0.54691, which indicates that there is less variation among the elementary school administrator-respondents in their agreement with the statements. This means, the elementary school administrator-respondents rated themselves as very satisfactory in the instructional supervision techniques in teachers’ meeting.[9]

The mean scores indicate that the elementary-school administrator-respondents performed very satisfactorily in teachers’ meetings to provide inputs for efficient and

effective teaching-learning outputs, to promote and facilitate professional growth and development, to encourage productive and quality learning outputs, to provide the teachers’ teaching strategies, in order to meet the students’ learning needs, and to keep teachers updated about the DepEd programs and projects. The highest mean score is 4.31 for the statement “To keep teachers updated about the DepEd programs and projects.” This means that the administrators are very proactive and informative in sharing the latest developments and initiatives from the Department of Education with the teachers. The lowest mean score is 4.17 for the statement “To encourage productive and quality learning outputs.” This means that the administrators motivate and inspired teachers to produce high-quality learning materials and outcomes.[10]

Table 2.2 “Extent of instructional supervision techniques of elementary school administrators in the Ministry of Basic Higher and Technical Education Sulu in the context of Teachers’ Meeting”.

| Statements | Mean | SD | Rating |
|--|---------------|---------------|--------------------------|
| 1. To provide inputs for efficient and effective teaching-learning outputs. | 4.23 | .641 | Very Satisfactory |
| 2. To promote and facilitate professional growth and development. | 4.23 | .753 | Very Satisfactory |
| 3. To encourage productive and quality learning outputs, | 4.17 | .653 | Very Satisfactory |
| 4. To provide teachers’ teaching strategies in order to meet the student’s learning needs. | 4.20 | .588 | Very Satisfactory |
| 5. To keep teachers updated about the DepED programs and projects. | 4.31 | .696 | Very Satisfactory |
| Total | 4.2267 | .54691 | Very Satisfactory |

Legend: “4.50-5.00 = Excellent (E), 3.50-4.49 = Very Satisfactory (VS), 2.50-3.49 = Satisfactory (S), 1.50-2.49 = Poor (P), 1.00-1.49 = Very Poor (VP)”

5.3 In the context of Seminar-Workshop

The result (table 2.3) shows that the total mean score is 4.1767, which indicates an overall rating of “Very Satisfactory”. The total standard deviation is 0.58219, which indicates that there is less variation among the elementary school administrator-respondents in their agreement with the statements. This means, the elementary school administrator-respondents rated themselves as very satisfactory in the instructional supervision techniques in seminar-workshop.

The mean scores indicate that the elementary-school administrator-respondents performed very satisfactorily in seminar-workshop to offer an opportunity for the teachers to share teaching-learning experiences, to sort out teachers’ teaching experiences for an additional input of learning, to

enhance the teaching approaches and model for quality learning outputs, to establish greater participation of teachers to raise teaching performance-learning outputs, and to gather, sort and structure information in order to create clear educational objectives. The highest mean score is 4.3 for the statement “To offer an opportunity for the teachers to share teaching-learning experiences.” This means that the administrators are very good at facilitating and encouraging the exchange of ideas and best practices among the teachers. The lowest mean score is 4.12 for the statement “To enhance the teaching approaches and model for quality learning outputs.” This means that the administrators improve and demonstrate the teaching methods and strategies that lead to high-quality learning outcomes. [11]

Table 2.3 “Extent of instructional supervision techniques of elementary school administrators in the Ministry of Basic Higher and Technical Education Sulu in the context of Seminar-Workshop”.

| Statements | Mean | SD | Rating |
|---|--------|--------|-------------------|
| 1. To offer an opportunity for the teachers to share teaching-learning experiences. | 4.3 | 0.643 | Very Satisfactory |
| 2. To sort out teachers’ teaching experiences for an additional input of learning. | 4.2 | 0.681 | Very Satisfactory |
| 3. To enhance the teaching approaches and model for quality learning outputs. | 4.12 | 0.7 | Very Satisfactory |
| 4. To establish greater participation of teachers to raise teaching performance-learning outputs. | 4.14 | 0.652 | Very Satisfactory |
| 5. To gather, sort and structure information in order to create clear educational objectives. | 4.13 | 0.74 | Very Satisfactory |
| Total | 4.1767 | .58219 | Very Satisfactory |

Legend: “4.50-5.00 = Excellent (E), 3.50-4.49 = Very Satisfactory (VS), 2.50-3.49 = Satisfactory (S), 1.50-2.49 = Poor (P), 1.00-1.49 = Very Poor (VP)”

5.4 In the context of Teaching Demonstration

The result (Table 2.4) shows that the total mean score is 4.205, which indicates an overall rating of “Very Satisfactory”. The total standard deviation is 0.59152, which indicates that there is less variation among the elementary school administrator-respondents in their agreement with the statements. This means, the elementary school administrator-respondents rated themselves as very satisfactory in the instructional supervision techniques in teaching demonstration.

The mean scores indicate that the elementary-school administrator-respondents performed very satisfactorily in teaching demonstration to improve the teacher teaching competence, to intensify the teacher commitment and passion

to teach, to provide teacher an opportunity to formulate their proper mindset, to provide clinical supervision for more improvements of teaching skills, to enhance the teaching technical skills of teachers and subject matter expertise. The highest mean score is 4.32 for the statement “To improve the teacher teaching competence.” This means that the administrators enhanced the teachers’ ability to plan, deliver, and assess instruction. The lowest mean score is 4.12 for the statement “To enhance the teaching technical skills of teachers and subject matter expertise.” This means that the administrators improved the teachers’ knowledge and skills in using various teaching tools and methods, as well as their mastery of the content they teach.[12]

Table 2.4 “Extent of instructional supervision techniques of elementary school administrators in the Ministry of Basic Higher and Technical Education Sulu in the context of Teaching Demonstration”.

| Statements | Mean | SD | Rating |
|---|------|------|-------------------|
| 1. To improve the teacher teaching competence. | 4.32 | .648 | Very Satisfactory |
| 2. To intensify the teacher commitment and passion to teach. | 4.28 | .673 | Very Satisfactory |
| 3. To provide teacher an opportunity to formulate their proper mindset. | 4.17 | .640 | Very Satisfactory |

| | | | |
|---|-------|---------|-------------------|
| 4. To provide clinical supervision for more improvements of teaching skills. | 4.15 | .669 | Very Satisfactory |
| 5. To enhance the teaching technical skills of teachers and subject matter expertise. | 4.12 | .758 | Very Satisfactory |
| Total | 4.205 | 0.59152 | Very Satisfactory |

Legend: “4.50-5.00 = Excellent (E), 3.50-4.49 = Very Satisfactory (VS), 2.50-3.49 = Satisfactory (S), 1.50-2.49 = Poor (P), 1.00-1.49 = Very Poor (VP)”

5.5 In the context of Discussion with Peer

The result (Table 2. 5) shows that the total mean score is 4.0917, which indicates an overall rating of “Very Satisfactory”. The total standard deviation is 0.60801, which indicates that there is some variation among the elementary school administrator-respondents in their agreement with the statements. This means, the elementary school administrator-respondents rated themselves as very satisfactory in the instructional supervision techniques in discussion with peer. [13]

The mean scores indicate that the elementary-school administrator-respondents performed very satisfactorily in discussion with peer to encourage teachers to discuss with peer on teaching strategies, to organize teachers into team

building according to grade level assignment, to allow teachers to explore teaching experience among peers, to organize teachers according to subject expertise to enhance students’ learning outputs, and to address educational issues encountered together with teachers. The highest mean score is 4.14 for the statement “To address educational issues encountered together with teachers.” This means that the administrators are very good at solving problems and challenges that arise in the educational setting, together with the teachers. The lowest mean score is 4.05 for the statement “To organize teachers into team building according to grade level assignment.” This means that the administrators create and maintain teams of teachers based on their grade level assignments.

Table 2.5 “Extent of instructional supervision techniques of elementary school administrators in the Ministry of Basic Higher and Technical Education Sulu in the context of Discussion with Peer”.

| Statements | Mean | SD | Rating |
|---|--------|--------|-------------------|
| 1. To encourage teachers to discuss with peer on teaching strategies. | 4.11 | .742 | Very Satisfactory |
| 2. To organize teachers into team building according to grade level assignment. | 4.05 | .732 | Very Satisfactory |
| 3. To allow teachers to explore teaching experience among peers. | 4.09 | .661 | Very Satisfactory |
| 4. To organize teachers according to subject expertise to enhance students’ learning outputs. | 4.07 | .742 | Very Satisfactory |
| 5. To address educational issues encountered together with teachers. | 4.14 | .677 | Very Satisfactory |
| Total | 4.0917 | .60801 | Very Satisfactory |

Legend: “4.50-5.00 = Excellent (E), 3.50-4.49 = Very Satisfactory (VS), 2.50-3.49 = Satisfactory (S), 1.50-2.49 = Poor (P), 1.00-1.49 = Very Poor (VP)”

5.6 In the context of Self-directed Development

The result (Table 2.6) shows that the total mean score is 4.1933, which indicates an overall rating of “Very Satisfactory”. The total standard deviation is 0.56386, which indicates that there is less variation among the elementary school administrator-respondents in their agreement with the statements. This means, the elementary school administrator-respondents rated themselves as very satisfactory in the instructional supervision techniques in self-directed development.

The mean scores indicate that the elementary-school administrator-respondents performed very satisfactorily in self-directed development to encourage teachers to exert more efforts to make quality teaching and quality students’ performance, to ensure the full involvement of the entire workforce to work for quality teaching through reading and formal schooling, to encourage teachers to continuously

improve teaching strategies to meet the learning needs of the students, to generate teaching models through reading and exploring, and to provide guidance and supports to improve classroom teaching-learning outputs. The highest mean score is 4.23, which is shared by two statements: “To encourage teachers to exert more efforts to make quality teaching and quality students’ performance” and “To provide guidance and supports to improve classroom teaching-learning outputs.” This means that that the administrators motivate and assist the teachers in delivering effective and efficient instruction. The lowest mean score is 4.10, which corresponds to the statement “To ensure the full involvement of the entire workforce to work for quality teaching through reading and formal schooling.” This means that the administrators engage and involve the teachers and other staff in continuous learning and professional development.[14]

Table 2.6 “Extent of instructional supervision techniques of elementary school administrators in the Ministry of Basic Higher and Technical Education Sulu in the context of Self-directed Development”.

| Statements | Mean | SD | Rating |
|--|---------------|----------------|--------------------------|
| 1. To encourage teachers to exert more efforts to make quality teaching and quality students’ performance. | 4.23 | .604 | Very Satisfactory |
| 2. To ensure the full involvement of the entire workforce to work for quality teaching through reading and formal schooling. | 4.10 | .691 | Very Satisfactory |
| 3. Encourage teachers to continuously improve teaching strategies to meet the learning needs of the students. | 4.22 | .624 | Very Satisfactory |
| 4. To generate teaching models through reading and exploring. | 4.18 | .648 | Very Satisfactory |
| 5. To provide guidance and supports to improve classroom teaching-learning outputs. | 4.23 | .670 | Very Satisfactory |
| Total | 4.1933 | 0.56386 | Very Satisfactory |

Legend: “4.50-5.00 = Excellent (E), 3.50-4.49 = Very Satisfactory (VS), 2.50-3.49 = Satisfactory (S), 1.50-2.49 = Poor (P), 1.00-1.49 = Very Poor (VP)”

5.7 In the context of In-Service Training

The result (Table 2.7) shows that the total mean score is 4.2, which indicates an overall rating of “Very Satisfactory”. The total standard deviation is 0.61028, which indicates that there is more variation among the elementary school administrator-respondents in their agreement with the statements. This means, the elementary school administrator-respondents rated themselves as very satisfactory in the instructional supervision techniques in in-service training.

The mean scores indicate that the elementary-school administrator-respondents performed very satisfactorily in in-service training to develop teachers to be more creative and innovative in their classroom teaching process, to explore new teaching approaches to improve the quality of teaching

outputs, to guide teacher to find for the best solution to meet the desired teaching-learning outcomes, to encourage teachers to work as a team in addressing poor learning performance of the students, to train teachers to be more responsive to the learning needs of the students. The highest mean score is 4.26, which corresponds to the statement “To encourage teachers to work as a team in addressing poor learning performance of the students.” This means that the administrators are able to foster a collaborative and supportive culture among the teachers to improve student outcomes. The lowest mean score is 4.10, which is associated with the statement “To explore new teaching approaches to improve the quality of teaching outputs.” This means that the administrators seek more innovative and effective ways to enhance the quality of instruction.

Table 2.7 “Extent of instructional supervision techniques of elementary school administrators in the Ministry of Basic Higher and Technical Education Sulu in the context of In-Service Training”.

| Statements | Mean | SD | Rating |
|---|---------------|---------------|--------------------------|
| 1. To develop teachers to be more creative and innovative in their classroom teaching process. | 4.20 | .717 | Very Satisfactory |
| 2. To explore new teaching approaches to improve the quality of teaching outputs. | 4.10 | .691 | Very Satisfactory |
| 3. To guide teacher to find for the best solution to meet the desired teaching-learning outcomes. | 4.21 | .709 | Very Satisfactory |
| 4. To encourage teachers to work as a team in addressing poor learning performance of the students. | 4.26 | .680 | Very Satisfactory |
| 5. To train teachers to be more responsive to the learning needs of the students. | 4.23 | .658 | Very Satisfactory |
| Total | 4.2000 | .61028 | Very Satisfactory |

Legend: “4.50-5.00 = Excellent (E), 3.50-4.49 = Very Satisfactory (VS), 2.50-3.49 = Satisfactory (S), 1.50-2.49 = Poor (P), 1.00-1.49 = Very Poor (VP)”

VI. SIGNIFICANT DIFFERENCE WHEN GROUPED ACCORDING TO DEMOGRAPHIC PROFILE

6.1 In terms of Gender

Table 3.1 presents the difference in the extent of

instructional supervision practices when data are grouped according to gender. The variables include Classroom visitation, Teachers’ meeting, Seminar-Workshop, Teaching Demonstration, Discussion with Peer, Self-directed Development, and In-service Training. The table shows that

the mean difference and probability values for all variables are significant at alpha 0.05. This means that the extent of these variables affects the perceptions of male and female elementary school administrator-respondents differently. This suggests that the grade school chairman respondents in the Service of Fundamental Higher and Specialized

Education Sulu see the degree of their informative oversight rehearses contrastingly relying upon their orientation. Hence, the speculation which expresses that, "There is no massive contrast in the degree of educational management rehearses when information is assembled by orientation." is dismissed.

Table 3.1 "Difference in the extent of instructional supervision practices when data are grouped according to gender".

| Variables | Grouping | Mean | SD | Mean Difference | t | Sig. | Description |
|---------------------------|----------|--------|---------|-----------------|--------|-------|-------------|
| Classroom visitation | Male | 3.7556 | 0.79869 | -0.50327 | -2.581 | .018 | Significant |
| | Female | 4.2588 | 0.51171 | | | | |
| Teachers` meeting | Male | 3.9556 | 0.60801 | -0.31895 | -2.323 | 0.022 | Significant |
| | Female | 4.2745 | 0.5242 | | | | |
| Seminar-Workshop | Male | 3.9111 | 0.57485 | -0.31242 | -2.13 | 0.035 | Significant |
| | Female | 4.2235 | 0.57354 | | | | |
| Teaching Demonstration | Male | 3.8333 | 0.81529 | -0.43725 | -2.198 | 0.04 | Significant |
| | Female | 4.2706 | 0.52096 | | | | |
| Discussion with Peer | Male | 3.7889 | 0.66323 | -0.35621 | -2.334 | 0.021 | Significant |
| | Female | 4.1451 | 0.58507 | | | | |
| Self-directed Development | Male | 3.8111 | 0.69442 | -0.44967 | -3.242 | 0.002 | Significant |
| | Female | 4.2608 | 0.51264 | | | | |
| In-service Training | Male | 3.8444 | 0.77477 | -0.4183 | -2.754 | 0.007 | Significant |
| | Female | 4.2627 | 0.55792 | | | | |

*Significant at alpha 0.05

6.2 In terms of Age

"Table 3.2 presents the difference in the extent of instructional supervision practices when data are grouped according to age. The variables include Classroom visitation, Teachers` meeting, Seminar-Workshop, Teaching Demonstration, Discussion with Peer, Self-directed Development, and In-service Training. The table shows that the F-values and probability values for all variables are not significant at alpha 0.05. This means that the perceptions of elementary school administrator-respondents aged 30 years

and below on the extent of these variables do not differ from those aged 31-40 years, 41-50 years, and 51 years and above, or vice versa. This implies that the elementary school administrator-respondents in the Ministry of Basic Higher and Technical Education Sulu perceive the extent of their instructional supervision practices in the same way regardless of their age. Therefore, the hypothesis which states that, "There is no significant difference in the extent of instructional supervision practices when data are grouped according to age." is accepted."

Table 3.2 "Difference in the extent of instructional supervision practices when data are grouped according to age".

| Sources of Variation | | Sum of Squares | df | Mean Square | F | Sig. | Description |
|----------------------|----------------|----------------|-----|-------------|------|------|-----------------|
| Classroom Visitation | Between Groups | .721 | 3 | .240 | .690 | .560 | Not Significant |
| | Within Groups | 40.445 | 116 | .349 | | | |
| | Total | 41.167 | 119 | | | | |
| Teachers` meeting | Between Groups | .471 | 3 | .157 | .518 | .671 | Not Significant |
| | Within Groups | 35.124 | 116 | .303 | | | |
| | Total | 35.595 | 119 | | | | |
| Seminar-Workshop | Between Groups | .232 | 3 | .077 | .223 | .880 | Not Significant |

| | | | | | | | |
|----------------------------------|----------------|--------|-----|------|------|------|-----------------|
| | Within Groups | 40.103 | 116 | .346 | | | |
| | Total | 40.335 | 119 | | | | |
| Teaching Demonstration | Between Groups | .600 | 3 | .200 | .566 | .639 | Not Significant |
| | Within Groups | 41.037 | 116 | .354 | | | |
| | Total | 41.637 | 119 | | | | |
| Discussion with Peer | Between Groups | .541 | 3 | .180 | .482 | .696 | Not Significant |
| | Within Groups | 43.450 | 116 | .375 | | | |
| | Total | 43.992 | 119 | | | | |
| Self-directed Development | Between Groups | .135 | 3 | .045 | .138 | .937 | Not Significant |
| | Within Groups | 37.700 | 116 | .325 | | | |
| | Total | 37.835 | 119 | | | | |
| In-service Training | Between Groups | 1.010 | 3 | .337 | .902 | .443 | Not Significant |
| | Within Groups | 43.310 | 116 | .373 | | | |
| | Total | 44.320 | 119 | | | | |

*Significant at alpha 0.05

6.3 In terms of Civil Status

“Table 3.3 presents the difference in the extent of instructional supervision practices when data are grouped according to civil status. The variables include Classroom visitation, Teachers` meeting, Seminar-Workshop, Teaching Demonstration, Discussion with Peer, Self-directed Development, and In-service Training. The table shows that the F-values and probability values for all variables are not significant at alpha 0.05. This means that the perceptions of married elementary school administrator-respondents on the

extent of these variables do not differ from those who are single, and separated/widowed, or vice versa. This implies that the elementary school administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu perceive the extent of their instructional supervision practices in the same way regardless of their civil status. Therefore, the hypothesis which states that, “There is no significant difference in the extent of instructional supervision practices when data are grouped according to civil status.” is accepted”.

Table 3.3 “Difference in the extent of instructional supervision practices when data are grouped according to civil status”.

| Sources of Variation | | Sum of Squares | Df | Mean Square | F | Sig. | Description |
|-------------------------------|----------------|----------------|-----|-------------|------|------|-----------------|
| Classroom Visitation | Between Groups | .413 | 2 | .207 | .594 | .554 | Not Significant |
| | Within Groups | 40.753 | 117 | .348 | | | |
| | Total | 41.167 | 119 | | | | |
| Teachers` meeting | Between Groups | .126 | 2 | .063 | .208 | .812 | Not Significant |
| | Within Groups | 35.468 | 117 | .303 | | | |
| | Total | 35.595 | 119 | | | | |
| Seminar-Workshop | Between Groups | .168 | 2 | .084 | .245 | .783 | Not Significant |
| | Within Groups | 40.167 | 117 | .343 | | | |
| | Total | 40.335 | 119 | | | | |
| Teaching Demonstration | Between Groups | .070 | 2 | .035 | .098 | .907 | Not Significant |
| | Within Groups | 41.567 | 117 | .355 | | | |
| | Total | 41.637 | 119 | | | | |
| Discussion with Peer | Between Groups | .400 | 2 | .200 | .537 | .586 | Not Significant |
| | Within Groups | 43.591 | 117 | .373 | | | |
| | Total | 43.992 | 119 | | | | |
| Self-directed | Between Groups | .029 | 2 | .014 | .044 | .957 | Not Significant |

| | | | | | | | |
|----------------------------|----------------|--------|-----|------|------|------|-----------------|
| Development | Within Groups | 37.806 | 117 | .323 | | | |
| | Total | 37.835 | 119 | | | | |
| In-service Training | Between Groups | .078 | 2 | .039 | .103 | .902 | Not Significant |
| | Within Groups | 44.242 | 117 | .378 | | | |
| | Total | 44.320 | 119 | | | | |

6.4 In terms of Teaching Experience

“Table 3.4 presents the difference in the extent of instructional supervision practices when data are grouped according to teaching experience. The variables include Classroom visitation, Teachers` meeting, Seminar-Workshop, Teaching Demonstration, Discussion with Peer, Self-directed Development, and In-service Training. The table shows that the F-values and probability values for all variables are not significant at alpha 0.05. This means that the perceptions of elementary school administrator-respondents who have been teaching for 10 years and below on the extent of these

variables do not differ from those who have been teaching for 11-20 years, and 21 years and above, or vice versa. This implies that the elementary school administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu perceive the extent of their instructional supervision practices in the same way regardless of their teaching experience. Therefore, the hypothesis which states that, “There is no significant difference in the extent of instructional supervision practices when data are grouped according to teaching experience.” is accepted”.

Table 3.4 “Difference in the extent of instructional supervision practices when data are grouped according to teaching experience”.

| Sources of Variation | | Sum of Squares | Df | Mean Square | F | Sig. | Description |
|----------------------------------|----------------|----------------|-----|-------------|------|------|-----------------|
| Classroom Visitation | Between Groups | 1.411 | 2 | .706 | 2.08 | .130 | Not Significant |
| | Within Groups | 39.755 | 117 | .340 | | | |
| | Total | 41.167 | 119 | | | | |
| Teachers` meeting | Between Groups | .664 | 2 | .332 | 1.11 | .332 | Not Significant |
| | Within Groups | 34.931 | 117 | .299 | | | |
| | Total | 35.595 | 119 | | | | |
| Seminar-Workshop | Between Groups | .830 | 2 | .415 | 1.23 | .296 | Not Significant |
| | Within Groups | 39.505 | 117 | .338 | | | |
| | Total | 40.335 | 119 | | | | |
| Teaching Demonstration | Between Groups | .842 | 2 | .421 | 1.21 | .303 | Not Significant |
| | Within Groups | 40.795 | 117 | .349 | | | |
| | Total | 41.637 | 119 | | | | |
| Discussion with Peer | Between Groups | 1.095 | 2 | .547 | 1.49 | .229 | Not Significant |
| | Within Groups | 42.897 | 117 | .367 | | | |
| | Total | 43.992 | 119 | | | | |
| Self-directed Development | Between Groups | .811 | 2 | .405 | 1.28 | .282 | Not Significant |
| | Within Groups | 37.024 | 117 | .316 | | | |
| | Total | 37.835 | 119 | | | | |
| In-service Training | Between Groups | 1.324 | 2 | .662 | 1.80 | .170 | Not Significant |
| | Within Groups | 42.996 | 117 | .367 | | | |
| | Total | 44.320 | 119 | | | | |

6.5 In terms of Educational Attainment

“Table 3.5 presents the difference in the extent of

instructional supervision practices when data are grouped according to education. The variables include Classroom visitation, Teachers` meeting, Seminar-Workshop, Teaching

Demonstration, Discussion with Peer, Self-directed Development, and In-service Training. The table shows that the F-values and probability values for all variables are not significant at alpha 0.05. This means that the perceptions of elementary school administrator-respondents with bachelor’s degree on the extent of these variables do not differ from those with master’s units, master’s degree, and doctoral units, or vice versa. This implies that the elementary school

administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu perceive the extent of their instructional supervision practices in the same way regardless of their educational attainment. Therefore, the hypothesis which states that, “There is no significant difference in the extent of instructional supervision practices when data are grouped according to educational attainment.” is accepted”.

Table 3.5 “Difference in the extent of instructional supervision practices when data are grouped according to educational attainment”.

| Sources of Variation | | Sum of Squares | df | Mean Square | F | Sig. | Description |
|----------------------------------|----------------|----------------|-----|-------------|------|------|-----------------|
| Classroom Visitation | Between Groups | 1.938 | 3 | .646 | 1.91 | .132 | Not Significant |
| | Within Groups | 39.229 | 116 | .338 | | | |
| | Total | 41.167 | 119 | | | | |
| Teachers` meeting | Between Groups | .451 | 3 | .150 | .496 | .686 | Not Significant |
| | Within Groups | 35.144 | 116 | .303 | | | |
| | Total | 35.595 | 119 | | | | |
| Seminar-Workshop | Between Groups | 1.510 | 3 | .503 | 1.50 | .217 | Not Significant |
| | Within Groups | 38.825 | 116 | .335 | | | |
| | Total | 40.335 | 119 | | | | |
| Teaching Demonstration | Between Groups | 1.111 | 3 | .370 | 1.06 | .369 | Not Significant |
| | Within Groups | 40.526 | 116 | .349 | | | |
| | Total | 41.637 | 119 | | | | |
| Discussion with Peer | Between Groups | 1.627 | 3 | .542 | 1.48 | .222 | Not Significant |
| | Within Groups | 42.365 | 116 | .365 | | | |
| | Total | 43.992 | 119 | | | | |
| Self-directed Development | Between Groups | .380 | 3 | .127 | .392 | .759 | Not Significant |
| | Within Groups | 37.455 | 116 | .323 | | | |
| | Total | 37.835 | 119 | | | | |
| In-service Training | Between Groups | 1.078 | 3 | .359 | .964 | .412 | Not Significant |
| | Within Groups | 43.242 | 116 | .373 | | | |
| | Total | 44.320 | 119 | | | | |

*Significant at alpha 0.05

Significant Correlation

Classroom visitation has high positive correlations with all listed independent variables (Teachers’ meeting, Seminar-Workshop, Teaching Demonstration, Discussion with Peer, Self-directed Development, In-service Training), as indicated by r values ranging from 0.751* to 0.845* and descriptions all being “High”. This means that as the frequency of classroom visitation increases, so do the frequencies of the other variables, and vice versa.

- 1) Teachers’ meeting exhibits high positive correlations with all listed independent variables (Seminar-Workshop, Teaching Demonstration, Discussion with Peer, Self-directed Development,

In-service Training), as indicated by r values ranging from 0.735* to 0.839* and descriptions all being “High”. This means that as the frequency of teachers’ meeting increases, so do the frequencies of the other variables, and vice versa.

- 2) Seminar-Workshop exhibits high positive correlations with all listed independent variables (Teaching Demonstration, Discussion with Peer, Self-directed Development, In-service Training), as indicated by r values ranging from 0.785* to 0.869* and descriptions all being “High”. This means that as the frequency of seminar-workshop increases, so do the frequencies of the other variables, and vice versa.
- 3) Teaching Demonstration exhibits high positive

correlations with all listed independent variables (Discussion with Peer, Self-directed Development), except for In-service training, which is very high, as indicated by r values ranging from 0.841* to 0.913*. This means that as the frequency of teaching demonstration increases, so do the frequencies of the other variables, and vice versa.

4) Discussion with peer exhibits high positive correlations with all listed independent variables (Self-directed Development, In-service training) as indicated by r values ranging from 0.775* to 0.879* and descriptions all being “High”. This means that as the frequency of discussion with peer increases, so do the frequencies of the other variables, and vice versa.

5) Self-directed Development exhibits high positive correlations with in-service training as indicated by r values .822* and descriptions being “High”. This means that as the frequency of self-directed development increases, so do the frequencies of in-service training, and vice versa.

This suggests that the grade school chairman respondents in the Service of Fundamental Higher and Specialized Education Sulu see the degree of their informative oversight rehearses contrastingly relying upon their orientation. Hence, the speculation which expresses that, "There is no massive contrast in the degree of educational management rehearses when information is assembled by orientation." is dismissed. (table 4)

Table 4 “Correlation among the sub-categories subsumed under the extent of the instructional supervision practices of elementary school administrators in Ministry of Basic, Higher, and Technical Education Sulu”.

| Variables | | Pearson <i>r</i> | Sig. | N | Description |
|---------------------------|---------------------------|------------------|------|-----|-------------|
| Dependent | Independent | | | | |
| Classroom visitation | Teachers` meeting | .845* | .000 | 120 | High |
| | Seminar-Workshop | .817* | .000 | 120 | High |
| | Teaching Demonstration | .845* | .000 | 120 | High |
| | Discussion with Peer | .820* | .000 | 120 | High |
| | Self-directed Development | .751* | .000 | 120 | High |
| | In-service Training | .825* | .000 | 120 | High |
| Teachers` meeting | Seminar-Workshop | .800* | .000 | 120 | High |
| | Teaching Demonstration | .839* | .000 | 120 | High |
| | Discussion with Peer | .813* | .000 | 120 | High |
| | Self-directed Development | .735* | .000 | 120 | High |
| | In-service Training | .810* | .000 | 120 | High |
| Seminar-Workshop | Teaching Demonstration | .869* | .000 | 120 | High |
| | Discussion with Peer | .869* | .000 | 120 | High |
| | Self-directed Development | .785* | .000 | 120 | High |
| | In-service Training | .844* | .000 | 120 | High |
| Teaching Demonstration | Discussion with Peer | .860* | .000 | 120 | High |
| | Self-directed Development | .841* | .000 | 120 | High |
| | In-service Training | .913* | .000 | 120 | Very High |
| Discussion with Peer | Self-directed Development | .775* | .000 | 120 | High |
| | In-service Training | .879* | .000 | 120 | High |
| Self-directed Development | In-service Training | .822* | .000 | 120 | High |

*Correlation coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect

VII. DISCUSSION

The demographic profile of the elementary school administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu shows that they are

predominantly female, married, in their early adulthood stage, with bachelor’s degree, and with less than 10 years of teaching experience. The extent of instructional supervision techniques of elementary school administrators in the Ministry of Basic, Higher, and Technical Education Sulu shows that they are very satisfactory in all the seven contexts:

classroom visitation, teachers' meeting, seminar-workshop, teaching demonstration, discussion with peer, self-directed development, and in-service training. The results also show that there is less or some variation among them in their agreement with the statements in each context, indicating a high level of consistency or reliability in their self-assessment. Educational oversight strategies talked about incorporate homeroom perception, educator appearance, instructor show, studios, miniature - instructing, standing by listening to accounts on successful educating, watching recordings, you tube on the most proficient method to show well, directed practice, and examination (<https://www.researchgate.net> >3545, 2022). The distinction in the degree of informative oversight practices of primary school executives in the Service of Fundamental, Higher, and Specialized Education Sulu shows that it is critical just when information are gathered by orientation, and not huge when information are assembled by age, common status, showing experience, and educational achievement. This study depended on the idea of Leithwood et al (2017) that educational management can achieve changes in the nature of educating growing experience. He focused further that educational management assists educator with creating and further develop the growing experience and homeroom circumstance to better one. Furthermore, the mental groundwork of which requests an equilibrium movement between the manager and the supervisee. In this way: it will actually want to further develop the educating learning and eventually, it can work on the cycle and understudy learning results.

The connection among the sub-classes of the informative oversight practices of primary school heads in Service of Essential, Higher, and Specialized Education Sulu shows that they are all emphatically and exceptionally associated with one another. Management gives direct help to instructors as it constantly centers around progress of study hall guidance. While, formal assessment occasionally gauges whether the educator is performing to an OK norm of instructing (<https://www.andrews.edu> > introduction 1, 2022). As per Tesfaw and Hofman (2014), educational checking depends on school - based management by fitting staff (chiefs, school heads, and expert educators) in schools to give oversight, backing, and consistency assessment for the expert turn of events and improvement of the showing system for the instructors.

VIII. CONCLUSIONS

The diverse characteristics of the demographic profile of the elementary school administrator-respondents in the Ministry of Basic, Higher, and Technical Education Sulu reveals suggest that there are barriers or challenges that prevent other groups, such as male, single/separated/widowed, older, or more educated administrators, from participating in the study or working in the field.

The extent of instructional supervision techniques of elementary school administrators

suggests that they are effective and competent in supervising the instruction of their teachers and students in the Ministry of Basic, Higher, and Technical Education Sulu.

The difference in the extent of instructional supervision practices of elementary school

administrators suggest that there are some factors that may influence their perceptions or evaluations of their practices in the Ministry of Basic, Higher, and Technical Education Sulu, such as gender, and not age, civil status, teaching experience, and educational attainment.

The correlation among the sub-categories of the instructional supervision practices of

elementary school administrators suggest that they are interrelated and interdependent, meaning that they influence and complement each other in the process of supervising the instruction of their teachers and students in Ministry of Basic, Higher, and Technical Education Sulu.

REFERENCES

- [1] Market Data Report Rahayu, et al (2018) The Professional competence its significant Effect on the effectiveness on Education in School, *Journal of social studies Educational Research*, 9(2):210-227
- [2] Sirait, Swando, (2016) Does Teacher Quality Affect Student Achievement? An Empirical Study in Indonesia, *Journal of Education and Practice*, 7(27).
- [3] Akpoyovwaire Samuel Mukoro, Pupu Ogheneovo, (2013), Instructional Supervision as a Catalyst for Quality Improvement in Secondary Educational Settings, *Journal of Educational and Social Research*, 3(6).
- [4] Izhak Berkovich, Ronit Bogler (2019) The relationship between school leadership standards and school administration imperatives: an international perspective, *School Leadership and Management* 40(2):1-14
- [5] Mthanti, B. J., & Msiza, P. (2023). The roles of the school principals in the professional development of teachers for 21st century Education. *Cogent Education*, 10(2).
- [6] Manolito Bada Basilio, (2021), Instructional supervision and assessment in the 21st-century and beyond, *Institutional Multidisciplinary Research and Development Journal*, 4(1-2)
- [7] Yulia Rachmawati, (2021) The Effect of Principals' Competencies on Teachers' Job Satisfaction and Work Commitment, *Participatory Educational Research (PER)*, 8(1), 362-378.
- [8] Lordelyn Z. Piquero (2023), Correlation of Classroom Management Styles, Learning Motivation and Pupils' Academic Achievement, *Psych Educ*, 15(10): 1058-1071
- [9] Annabelle Wenceslao, Jasmine Misa and Teresita Tugonon, (2018), Leadership Capabilities, Management Competence and Performance of Elementary Public Administrators, *International Journal of Innovation and Research in Educational Sciences*, 5(3), 2349-5219
- [10] Muhammad Hafeez, (2021) Impact of Teacher's Training on Interest and Academic Achievements of Students by Multiple Teaching Methods, *Pedagogical Research*, 6(3), em0102
- [11] Edward Bantu, O.M. Okello, K.M. Kimathi, (2012), The relationship between teacher supervision and quality of

teaching in primary schools, Academic Research International
3(2):265-269

- [12] Ortiz, Rosella O., and Ramon G. Abrera, Jr. (2016) "Students' Perspective on Teacher Performance and Teacher Effectiveness." Liceo Journal of Higher Education Research, 12(1), 66.

