



INSTRUCTIONAL SUPERVISION OF EDUCATIONAL LEADERS: BASIS FOR LEADERSHIP ENHANCEMENT PLAN

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ABSTRACT

The study examined the instructional supervision of educational leaders in local universities and colleges in Region III by looking into their demographic characteristics, educational leadership, and professional development. A descriptive research design was employed, utilizing surveys and comparative analysis to gather data from deans and teachers in educational institutions. The result indicated that the educational leaders from SUCs in Region III vary significantly in terms of age, marital status, and educational attainment. The deans were generally perceived as effective in instructional supervision and professional development, with the teachers rating them higher than their self-assessments across various domains. However, discrepancies were noted between the deans' self-perceptions and teachers' experiences, particularly in professional development areas like content focus, active learning strategies, and coherence. Importantly, socio-demographic profiles were found to have no significant impact on instructional supervision or professional development effectiveness, indicating that leadership styles and institutional policies play a more critical role. The recommendations of the study underscore the alignment of professional development programs tailored to the leaders' diverse socio-demographic profiles and responsive to their needs and expectations. It also recommends prioritization of continuous feedback mechanisms and leadership development initiatives.

KEYWORDS: Educational Leadership, Feedback Mechanisms, Instructional Supervision, Socio-Demographic Profiles, Teacher Professional Development.

INTRODUCTION

Instructional supervision is a fundamental aspect of educational leadership that directly impacts the quality of teaching and learning. It involves a range of practices aimed at enhancing instructional effectiveness, supporting teacher professional growth, and improving student outcomes. The demographics of educational leaders—such as age, gender, civil status, educational attainment, and experience—play a significant role in shaping their supervisory approaches and effectiveness. These socio-demographic factors influence leaders' perspectives, decision-making, and adaptability to diverse educational settings, making it essential to understand them for designing tailored supervision strategies.

In higher education, deans and faculty members exhibit diverse demographic profiles that affect academic leadership and instructional quality. Most are mid-career professionals with varying educational qualifications, including a substantial number holding advanced degrees, which are critical for meeting the demands of quality education. Effective instructional supervision integrates direct assistance, group development, professional development, curriculum involvement, and action research, fostering collaboration and continuous improvement among educators. Educational leaders face challenges such as adapting to changing educational landscapes and addressing diverse teacher and student needs, requiring strategic supervision practices grounded in communication and team culture.

By exploring the relationship between socio-demographic profiles and instructional supervision, this study aims to provide insights for enhancing supervisory practices and

professional development tailored to educators' unique contexts. Such understanding is vital for fostering a supportive academic environment that promotes teacher growth, collaboration, and ultimately, excellence in education.

OBJECTIVES

- How may the socio-demographic profiles of the educational leaders be described in terms of:
 - Educational Leaders/Deans
 - Age;
 - Civil Status;
 - Sex; and
 - Highest Educational Attainment
 - Teachers
 - Age;
 - Civil Status;
 - Sex; and
 - Highest Educational Attainment
- How may the instructional supervision of the educational leaders be described by the teachers and the deans themselves in terms of:
 - Direct Assistance;
 - Group Development;
 - Professional Development;
 - Curriculum Development; and
 - Action Research?
- How may the programs for teachers' professional development be described by the deans and the teachers themselves in terms of:
 - Content Focus;
 - Active Learning;
 - Coherence;



- 3.4 Duration; and
- 3.5 Collective Participation?
- 4. Is there any significant relationship between the socio-demographic profile and
 - 4.1 instructional supervision of the educational leaders; and
 - 4.2. the teacher's professional development?
- 5. What leadership enhancement plan may be proposed based on the findings of the study?

METHODS

This study employed a descriptive research design to systematically capture and describe the current instructional supervision practices and teacher professional development in Region III, focusing on educational leaders' socio-demographic profiles such as age, civil status, sex, and educational attainment. Descriptive statistics—including frequencies, percentages, means, and standard deviations—were used to summarize these characteristics and perceptions of supervision practices (e.g., direct assistance, group development) and professional development (e.g., content focus, active learning). Complementing this, inferential analysis through correlation examined relationships between socio-demographic factors and perceptions, providing a comprehensive understanding of existing practices and their interconnections. This combined approach effectively addresses the study's objectives by detailing current conditions and exploring key variable relationships.

RESULTS AND DISCUSSION

1. Socio-Demographic Profiles

Deans are primarily mid-to-late career professionals (43–62 years old), mostly married females holding Master's or Doctorate degrees. This aligns with Larsson and Björklund (2021), who found that middle-aged leaders rate themselves higher in leadership competencies, suggesting experience enhances effectiveness. Oco (2020) highlights that married leaders often demonstrate greater consistency and dedication. The increasing presence of female deans reflects institutional efforts toward gender equity (Smith & Johnson, 2021), while Zahn (2021) emphasizes advanced qualifications as key to fostering educational effectiveness.

Teachers represent a younger, diverse workforce (mostly 21–33 years old), predominantly single, with a nearly equal gender distribution. Taie and Goldring (2020) note that generational differences influence teaching approaches and collaboration. Gender balance among teachers supports diverse role modeling and challenges stereotypes, benefiting student learning (National Center for Education Statistics, 2020). Furthermore, faculty with doctoral degrees positively impact student licensure outcomes, underscoring the value of advanced education (Balanquit, Ladia, & Nool, 2023).

2. Instructional Supervision of Educational Leaders

Both deans and teachers rated instructional supervision as "Very Good" across all aspects (Direct Assistance, Group Development, Professional Development, Curriculum Development, and Action Research), although teachers

consistently rated these aspects higher. Key strengths included fostering respect and supportive environments.

3. Programs for Teachers' Professional Development

Professional development programs were generally perceived as "Very Good" by both groups, with deans typically rating them higher than teachers. Key aspects rated "Very Good" include: Content Focus (high-quality, curriculum-specific), Active Learning (integrating diverse methods), Coherence (alignment with goals), and Collective Participation (collaboration). Duration: Deans rated duration as "Very Good," while teachers rated it "Good," indicating potential challenges for teachers.

4. Significant Relationships

Instructional Supervision: Age and sex of deans significantly influence instructional supervision practices; older deans exhibit higher capabilities, and female deans show more diverse approaches. The findings suggest that demographic factors do not appear to significantly impact instructional supervision or teacher professional development. This aligns with Claud and Dalisay (2025), who found that instructional leadership and professional development practices were not significantly shaped by demographic characteristics like age, gender, or civil status, emphasizing the need for diversified leadership roles and enhanced training programs. Similarly, Davidovitch and Eckhaus (2020) observed that while age and gender influenced certain aspects of supervision styles in higher education, they did not significantly impact overall supervision effectiveness.

Teacher's Professional Development: Age and civil status significantly impact teacher professional development; younger and single teachers are more inclined to participate. Research by Remo and Marcia (2025) on teachers' demographic profiles and learning resource management skills found no significant influence of demographics like age, sex, or educational attainment on related educational competencies, mirroring the findings and suggesting that demographic factors alone may not drive professional development outcomes.

5. Leadership Enhancement Plan

A two-pronged plan is proposed: **Optimizing Instructional Supervision Practices:** Focuses on reviewing and standardizing practices, conducting comparative analysis, and implementing training and pilot programs. **Enhancing Teachers' Professional Development:** Involves conducting needs assessments, creating targeted professional development programs, implementing them, and ensuring continuous evaluation and improvement.

FINDINGS

1. Socio-Demographic Profiles

Educational Leaders (Deans): Predominantly female (61.3%), married (84%), aged 43-62 years (89.3%), holding Master's (61.3%) or Ph.D. (36%) degrees.

Teachers: Mostly single (54.5%), slightly more female (51%), younger (21-33 years, 53.5%), and typically hold a college degree (57.7%), with some having Master's (34.9%) or Ph.D. (7.4%).



2. Instructional Supervision of Educational Leaders

Teachers generally rated deans' instructional supervision higher than deans rated themselves across all aspects (professional development, action research, group development, curriculum development). Teachers particularly appreciated deans' support in professional development (3.99 vs. 3.42) and action research (3.95 vs. 3.58).

3. Teacher's Professional Development

A perceptual gap exists, with deans consistently rating their performance in professional development higher than teachers. Teachers gave lower scores for content focus (3.39), active learning (3.63), coherence (3.63), duration (3.48), and collective participation (3.48) compared to deans. This indicates a need for better alignment and communication to meet teachers' needs.

4. Relationship Between Socio-Demographic Profiles and Instructional Supervision/Professional Development

Demographic factors (age, gender, civil status) were not found to significantly impact instructional supervision or participation/effectiveness in teacher professional development. This suggests consistency in professional growth opportunities and supervision practices across different demographic groups.

5. Proposed Leadership Enhancement Plan

The study underscores the importance of effective instructional supervision for teacher growth. Despite deans' self-assessed areas for improvement, teachers value their supervisory support. The discrepancy in perceptions regarding professional development highlights the need for improved content focus and active learning strategies to align deans' perceived effectiveness with teachers' actual experiences.

CONCLUSIONS

1. Socio-Demographic Profiles of Educational Leaders: Deans were older, more often married, and held higher educational qualifications than teachers. Teachers were generally younger, more frequently single, and had a nearly balanced gender distribution.
2. Instructional Supervision of Educational Leaders: Deans are perceived as effective in instructional supervision, particularly in professional development and action research. However, their self-assessments suggest room for improvement, especially in group and professional development.
3. Teacher's Professional Development: A gap exists between deans' higher self-assessments of their professional development performance and teachers' lower perceptions, highlighting the need for regular feedback to align these views.
4. Relationship Between Socio-Demographic Profiles and Instructional Supervision/Professional Development: No significant relationship was found between socio-demographic profiles and instructional supervision or teacher professional development.
5. Leadership Enhancement Plan: Effective instructional supervision is crucial for improving teacher skills. Deans should focus on addressing self-identified weaknesses,

refining supervisory practices, and bridging perception gaps through feedback. Ongoing growth opportunities, including tailored professional development and strong feedback systems, are essential.

RECOMMENDATIONS

1. Leadership Training: Integrate tailored modules addressing socio-demographic differences, provide targeted training for deans on group and professional development, and implement mentorship programs.
2. Feedback Mechanisms: Establish regular feedback (surveys, focus groups) from teachers on instructional supervision and professional development, with quarterly reviews for adjustments. Introduce 360-degree feedback for deans.
3. Standardized Supervision: Develop a standardized instructional supervision framework with clear protocols, conduct biannual faculty focus groups, and hold annual training sessions for consistent implementation.
4. Teacher PD Needs Assessment: Conduct annual comprehensive needs assessments for teacher professional development, design new programs based on identified needs, and evaluate effectiveness through post-training and follow-up assessments.
5. Professional Learning Communities (PLCs): Establish and facilitate PLCs for teachers to share practices, discuss challenges, and collaborate on strategies, with deans providing resources and expert speakers.
6. Digital Platforms: Adopt digital platforms for virtual classroom observations, feedback, and professional development workshops to enhance accessibility and flexibility, providing training for effective use.

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