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## RESEARCH ARTICLE

# INSTRUCTIONAL SUPERVISION COMPETENCE OF PUBLIC SCHOOL HEADS AS IT CORRELATES TO TEACHERS' PROFICIENCY

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### ABSTRACT

In today's keen competitive global environment, schools in basic education are entrusted to produce quality human capital that can participate in and cope with the ever-changing market demands. If quality teachers are to beget quality students, then it is perhaps pertinent to define the critical work of the school head as an instructional supervisor of the teaching and learning process. Thus, this study was initiated to investigate the correlation of instructional supervision competence of public school heads and teachers' proficiency in the division of Ozamiz City, the school year 2019-2020. The study used quantitative conceptualization and utilizing specifically the descriptive-correlation with adopted and modified questionnaire checklist to gather the necessary data. There were 18 school head respondents of the study and all of them were selected to participate in. To represent the teacher's population, 185 teachers were selected randomly rendering three (3) years and above in the service. The study revealed that there was a significant and moderate positive relationship between the level of instructional supervision competence of school heads and the teachers' proficiency. Thus, public school heads and teachers were all highly competent in all the competencies stipulated in the Results-Based Performance Management System (RPMS). It is recommended that there should be continuous peer mentoring and coaching to young teachers; developing teachers to grow professionally; school heads and teachers should go into research and training the teachers to become training facilitators.

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## INTRODUCTION

One goal of instructional supervision is to evaluate teachers and find ways on how to improve their pedagogical strategies and procedures inside the classroom. The teacher's development is dependent on the quality of instructional supervision that he/she is receiving. Lopez (2016) asserted that the purpose of good instructional supervisory practice seeks to evaluate its personnel, procedures, and results that promote learner's growth and, hence, eventually improves society. The performance of the school in terms of teaching-learning is primarily geared on how it is being supervised. Its effectiveness depends mostly on the school heads' ability to monitor the teachers, to clarify instructional goals, and to work collaboratively to improve teaching and learning (Iroegbu & Eyo, 2016). School heads, therefore, need to provide this support to teachers. They have to be involved in the implementation of instructional programs by overseeing what

the teachers are doing with the students (Uzoechina & Nwankwo, 2017; Sule, Ameh, & Egbai, 2015). A proper supervision program, therefore, demands school supervisors, who are continually striving to improve, by growing with their teachers (Ndebele, 2013). Therefore, it can be viewed that instructional supervision is linked to teachers' proficiency. Ogbo (2015) asserted that supervision is the process of assisting, directing, stimulating, and motivating teachers into the most professionally efficient and productive person that he is capable of becoming. Lopez (2016) revealed that the quality of the school is dependent upon the quality of classroom instruction, and the quality of teaching is dependent on the quality of the teachers. The quality of teachers depends upon the quality of supervision that they received from their school heads. Supervision, therefore, means developing teachers proficiently. Moreover, the drive of conducting the study was anchored by the viewpoints of various theorists and scholars. One of which is the conscious competence theory, also known as the conscious competence ladder, which states that individuals develop competence only after they recognize the relevance of their incompetence in the skill concerned (Burch, 1970; Refugio, Galleto, & Torres, 2019).

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It is also referred to as the "Four Stages of Learning" which explains how people learn something and develop progress along the stages, namely: unconscious incompetence, conscious incompetence, conscious competence, and unconscious competence. Another theory that link to instructional supervision is the Functional leadership theory of Hackman and Walton (1986) as cited by Morgeson et al. (2010). The theory emphasizes that the primary job of a leader is to perceive what in the group is of necessity, contributing to group effectiveness and cohesion. This implies that if the leader advocates cohesion among group members and able to see their sentiments, effectiveness among each one of them in their specific job will be attained. Similar to instructional supervision, school leaders should promote participation and strong linkages among stakeholders in the community people, and organizations. Teachers should be valued more to perform effectively and efficiently as they deliver instruction to students. For the school heads to be more effective, the Department of Education, developed a National Competency-Based Standards for School Heads and Development Needs Assessment (NCBSSH-TDNA) Guide and Tools (Department of Education, 2012). It consists of seven domains. (1) School leadership, which is considered as the core of every successful school. It emphasizes that effective school leaders collaboratively created a vision and established a climate for teachers, non-teaching personnel, and learners to reach their highest level of achievement. (2) Instructional leadership, which covered those actions in instructional leadership like the assessment of learning, development and implementation, instructional supervision, and technical assistance that school heads delegated to others to promote excellent teaching and high-level learning among students. (3) Creating a student-centered learning climate, which requires that effective school leaders set high standards and created high expectations for learners at the same time recognizing their achievement. (4) Human Resource Management and Professional Development, which included the nurturing and supporting environment of a learning community that recruits teachers based on NCBS and promotes the continuous growth and development of personnel-based on Individual Plan for Professional Development (IPPD) and School Plan for Professional Development. (5) Parent involvement and community partnership, which covered parent and other stakeholders' participation to raise learners' performance. (6) School management and daily operations, which included the critical role of school heads in managing the implementation and monitoring of their schools' improvement plan/annual implementation plan, and (7) Personal and professional attributes and interpersonal effectiveness which included the development of pride in the nobility of the teaching profession.

On the other hand, teachers' teaching proficiency is measured based on the Philippine Professional Standard for Teachers (PPST) (DO 42, 2017). It is an initiative of the Department of Education in addressing the changing culture of 21<sup>st</sup>-century learners. PPST described the seven domains that are required by the teacher to be effective in the 21<sup>st</sup> century. These are as follows: (1) Recognize the importance of mastery of content knowledge and interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. The teacher must apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. He must display proficiency in Mother Tongue, Filipino, and English to facilitate the

teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes. (2) Provide a learning environment that is safe, secure, fair, and supportive to encourage learner responsibility and achievement. The teacher must create a learning-focused climate, and he efficiently manages learners' behavior in a physical and virtual space. He must utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning. (3) Establish learning environments that are responsive to learner diversity. The teachers respect learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities and encourage the celebration of diversity in the classroom and the need for teaching practices that are differentiated to help all learners to be successful citizens in a changing local and global environment. (4) Interact with the national and local curriculum requirements. The teachers translate curriculum content into learning activities that are relevant to learners and are based on the principles of effective teaching and learning. They must apply their professional knowledge to plan and design, individually or in collaboration with colleagues. They ensure well-structured and sequenced lessons that are contextually relevant and responsive to learners' needs. They must incorporate a range of teaching and learning resources. They must also communicate learning goals to support learners' participation, understanding, and achievement. (5)

Apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. The teachers use assessment data in a variety of ways to inform and enhance the teaching and learning process and programs; and provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use sound assessment processes. (6) Establish a school-community partnership aimed at enriching the learning environment, as well as the community's engagement in the educative process. The teacher identifies and responds to opportunities that link teaching and learning in the classroom to the experiences, interests, and aspirations of the school community and other key stakeholders. The teacher also understands and fulfills his obligations in upholding professional ethics, accountability, and transparency to promote a professional and harmonious relationship with learners, parents, schools, and the wider community. (7) Value personal growth and professional development and exhibit own high regard for professional reflection by maintaining qualities that uphold the dignity of teachings, such as caring attitude, respect, and integrity. The teachers shall value personal and professional reflection and learn to improve their practice; and assume responsibility for personal growth and professional development for lifelong learning. Furthermore, the teacher's professional development takes place in a continuum from beginning to exemplary practice. The proficiency of teachers is identified as the beginning teachers, proficient teachers, highly skilled teachers, and distinguished teachers ( Department of Education, 2017). Useful instructional supervision aids school heads in coordinating, improving, and maintaining high teaching and learning standards in school. On the contrary, if teachers are not well supervised, effectiveness in instruction will be adversely affected, and the instructional goals may not be well realized.

**Table 1. Level of instructional supervision competence of school heads**

No.	Competencies	Rating	Description
1.	<i>Instructional Leadership</i>	3.51	UC
2.	<i>Promoting Learning Environment</i>	3.53	UC
3.	<i>Human Resource Management and Development</i>	3.53	UC
4.	<i>Parents Involvement and Community Partnership</i>	3.39	UC
5.	<i>Core Behavior</i>	3.66	UC
6.	<i>Leadership Competence</i>	3.57	UC
OVER-ALL RATING		3.53	UC

**Table 2. Level of teachers’ proficiency based on the seven domains of the Philippine Professional Standards for Teachers (PPST)**

No.	Competencies	Rating	Description
1.	<i>Teaching-Learning Process</i>	3.46	DiT
2.	<i>Learners Outcome</i>	3.49	DiT
3.	<i>Community Involvement</i>	3.57	DiT
4.	<i>Professional Growth and Development</i>	2.83	HPT
5.	<i>Special Assignments</i>	3.09	HPT
6.	<i>Core Behavioral Competencies</i>	3.54	DiT
7.	<i>Core Skills</i>	3.46	DiT
OVER-ALL RATING		3.35	DiT

**Table 3. Test of the relationship between the level of instructional supervision competence of school heads and the teachers’ proficiency**

Variables Correlated	r-value	p-value	Decision HO	Interpretation
Instructional Supervision Competence Teachers’ Proficiency	0.405	0.00	Reject Ho	Moderate Positive Correlation and Significant

It will also lead to low quality of education, and invariably, teachers' lack of commitment to their job will result in ineffectiveness in schools (Sule, Ameh, & Egbai, 2015; Nakpodia, 2015). Weerakoon (2017) stressed further that in recent times, there are still instructional supervisors performing their duties as mere compliance and fault-finding mechanism rather than portraying constructive feedback to teachers. Hence, assessing teaching proficiency among teachers is directly related to teachers' teaching proficiency. However, no historical evidence showed that the competency framework set by the Department of Education is competently carried out by school heads to affect the teachers' teaching performance based on the Philippine Professional Standards for Teachers.

**Statement of the Problem/Objectives:**

The study aimed to find out the influence of instructional supervision competence concerning teachers' proficiency in the secondary schools of the division of Ozamiz City. Specifically, it sought to answer the following queries.

- ) What is the level of instructional supervision competence of school heads in terms of:
  - ) Instructional Leadership;
  - ) Learning Environment;
  - ) Human Resource Management;
  - ) Parents’ Involvement and Community Partnership;
  - ) Core Behavioral Competence;
  - ) Leadership Competence?
- ) What is the level of the teachers’ proficiency based on the seven domains of the Philippine Professional Standards for Teachers in terms of:
  - ) Teaching-Learning Process;
  - ) Learners’ Outcome;

- ) Community Involvement;
- ) Professional Growth and Development;
- ) Special Assignment tasks;
- ) Core Behavioral Competence;
- ) Core Skills?
- ) Is there a significant relationship between the level of instructional supervision competence of school heads and the teachers’ proficiency?

**METHODOLOGY**

The study used a quantitative design by which numerical data was collected in gathering information. The researcher used descriptive-correlation through the survey approach since it was the most appropriate design in the study. Questionnaires were used in gathering the data and the basis of assessing and measuring the existing relationship among the variables. The respondents of the study were school principals, Head Teachers holding a school, Head Teachers performing instructional supervision and classroom teachers of the Ozamiz City Division. There were 18 school heads and 185 teachers who participated in the study. The statistical treatment used was the weighted mean and spearman rho correlation. All the data were treated with SPSS software.

**Level of instructional supervision competence of school heads:** Table 1 reflects that school heads in Ozamiz City Division were "Unconsciously Competent" or “Highly Competent” in all the aspects of instructional supervision. As perceived by them and their teachers, their level of competence obtained a rating of 3.53. Therefore, it is safe to infer that school heads in the Ozamiz City division were masters in instructional supervision without the assistance of others. Table 2 presents a summary of the level of proficiency as perceived by the teachers and their school heads.

Based on the data, teachers in the Ozamiz City division were "Distinguished Teachers" or "Highly Competent Teachers" with an overall rating of 3.35. However, results revealed that there is a slight problem with professional growth and development as well as in dealing with special assignments having a rating of 2.83 and 3.09 respectively. The problem is in the formulation of action research and the facilitation of training workshops. Therefore, it safe to infer that Ozamiz city division teachers were not trained well on action research and facilitation of training and workshops. However, teachers were all "Distinguished" in all other aspects.

The correlation table shows an r-value of 0.405 and a p-value of 0.00 at 0.05 level of significance. Since the p-value was less than 0.05 level of significance, then the study rejects the null hypothesis. Therefore, the correlated variables were significantly related to each other. It was safe to conclude that the instructional supervision competence of school heads and teachers' proficiency have a significant relationship with each other. Looking at r-value which was equal to 0.405 denoted a significant and moderated positive correlation. The result implies that the performance of teachers was influenced by the way the school performed instructional supervision. The result was parallel with the study of Lopez (2016) that the quality performance of teachers is dependent upon the quality of supervision that the teachers received from the school heads. It was also supported by the findings of Iroegbu and Eyo (2016) that the performance of teachers depends on the ability of school heads to monitor, clarify goals, and work collaboratively.

## Conclusions

Based on the results and findings, the researcher concludes that the school head respondents were unconsciously competent in performing instructional supervision and in dealing with the school system as a whole. Data revealed that most of the school heads in the Ozamiz City division were 46-55 years old. Most of them were females holding principal and head teacher positions, with a Masters' Degree, and had intermediate experience in instructional supervision. The level of Instructional Supervision competence of public school heads was Very Competent or "Unconsciously Competent," based on Burch Competence Theory. They were unconsciously competent in all the aspects of instructional supervision such as instructional leadership, learning environment, human resource management, parents' involvement and community partnerships, core behavioral competence, and leadership competence. The teacher-respondents of the Ozamiz City division were generally "Distinguished Teachers" in performing their duties and responsibilities. Most of them were thirty-five (35) years old and below, dominated by females, mostly holding a Teacher I, position with Masters' Units and had rendered service in the department within 5-10 years range. The level of Teachers' Proficiency was "Very Competent" or "Distinguished" based on the Philippine Professional Standards for Teachers (PPST). Specifically, teachers were "Distinguished Teachers" in the teaching and learning process, learners' outcomes, community involvement, and core behavioral competencies. Moreover, the teachers were "Highly Competent" in professional growth and development and special tasks or assignments. There was also a significant and moderate positive relationship between the level of instructional supervision competence of school heads and the teachers' proficiency.

## Recommendations

**Based on the result of the study, it is recommended that:**

- J Peer mentoring and coaching should be conducted by Master Teachers and Head Teachers to enhance more the capacity of the increasing number of young teachers in the service.
- J School heads should encourage teachers to pursue their graduate studies and providing them an opportunity to grow professionally. Learning Action Cell (LAC) sessions should focus on solving issues and concerns as the teacher goes into everyday class.
- J Results revealed the lower rating of professional development specifically in conducting action research. School-based write-shops on action research are highly recommended for the school heads and teachers to be more engaged in educational inquiries. An organization of a functional school-based research committee should be established to develop a culture of research in schools including school heads, teachers and students. Asking division funds or local government funds for prizes of the best researcher per category is an additional motivating factor for researchers; therefore, an annual research congress should be initiated.
- J All teachers should have equal chances of being a trained facilitator in any training, seminars, and teacher conferences at all levels.
- J Other studies should be conducted to larger sample sizes of school heads and teachers and other locality to validate its result.
- J Lastly, there should be an intervention program to address the problem of conducting action research and maintaining the high performance of school heads and teachers.

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