

Instructional Supervision Competencies Level of Public School Heads and Teacher Performance Outcomes

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Abstract

This study examined the relationship between Public School Heads' Instructional Supervision Competencies under Domain 3 of the Philippine Professional Standards for School Heads (PPSSH) and teacher performance at Masbate National Comprehensive High School. Utilizing a descriptive research design with validated surveys, the study analyzed thirty highly qualified, mid-career educators and administrators, most of whom possess advanced graduate units or master's degrees. The findings revealed that school heads are "Highly Competent" across all Domain 3 strands, demonstrating particular strength in data-driven instructional feedback ($M = 4.53$) and curriculum alignment ($M = 4.40$). Correspondingly, teacher performance outcomes measured via the Results-Based Performance Management System (RPMS) were rated as "Outstanding," excelsior in curriculum planning ($M = 4.34$) and assessment monitoring ($M = 4.53$). Crucially, Multiple Linear Regression analysis identified Instructional Leadership (technical assistance and feedback) as the sole statistically significant predictor of teacher performance ($\beta = .542$, $p = .001$). This underscores that school heads succeed primarily when acting as instructional coaches rather than mere administrative managers. The study recommends enhancing school heads' clinical supervision and differentiated coaching skills, co-constructing feedback loops with teachers, and reinforcing peer-led Learning Action Cell (LAC) sessions to sustain outstanding pedagogical outcomes.

Keywords: Instructional leadership, Teacher performance, Technical assistance, Clinical supervision, School heads' competencies

Introduction

The ongoing shift in educational demands requires school leaders to transition from administrative management to active instructional leadership, a priority codified under Domain 3 of the Philippine Professional Standards for School Heads (PPSSH) focusing directly on teaching and learning (DepEd, 2020). For effective supervision to occur, school heads must cultivate collaborative relationships with teachers regarding curriculum alignment, data-driven monitoring, and constructive, growth-oriented feedback rather than mere rule compliance, which fundamentally increases pedagogical competence and teacher motivation (Hattie, 2012; Liu & Hallinger, 2018; Bambrick-Santoyo, 2018; Zepeda, 2016). However, while teacher effectiveness in Philippine public schools is structured around the Results-Based Performance Management System (RPMS), a persistent disconnect remains between compliance-driven administrative checking and actual classroom growth, with local literature noting that high supervisory compliance does not automatically translate to increased teacher competence (Go & Eslabon, 2024). This gap emphasizes that the supportive quality of leadership behavior and the presence of a trusting organizational culture are what truly enhance teacher self-efficacy, commitment, and willingness to implement innovative practices (Dutta & Sahney, 2022; Cansoy & Parlar, 2018). Grounded in the foundational instructional leadership principles of Hallinger and Murphy (1985) and the perspective of Almencion (2016) that leadership must target instructional improvement, this study directly explores the correlation between school heads' Domain 3 competencies and teachers' actual RPMS ratings at Masbate National Comprehensive High School to determine which specific supervisory coaching practices best drive continuous instructional quality and student success.

Material and methods

2.1 Research Design

This quantitative research framework supports the collection and analysis of numerical data to assess variables in an objective manner. Using this framework allows researchers to convert evaluations of teachers' instructional supervisory practices and teaching performance into numerical metrics, facilitating an objective and systematic analysis of the leadership competency and instructional delivery levels in the institution being studied. The study's quantitative research framework relies on a descriptive-correlational research design, which employs multiple regression analysis for practical application. The descriptive design has been used because it enables the researcher to describe the current status of the professional traits and supervisory competencies of principals, as well as how these competencies perform when compared to the performance of faculty and does so without establishing causation or manipulating the environment. Using multiple

regression analysis provides the study with more than just a descriptive snapshot; it allows the researcher to evaluate the degree to which the independent variables predict the dependent variable, thus giving a descriptive and analytical view of the current educational landscape.

2.2 Locale of the Study

The Masbate National Comprehensive High School (MNCHS) is a prominent public high school located in Masbate City, Region V-Bicol, operating under the Department of Education-Schools Division of Masbate City. As one of the city's largest and most established educational institutions, its central location draws a highly diverse student demographic spanning both urban and rural barangays. This positioning makes MNCHS a critical hub for implementing national educational reforms across both Junior High School (JHS) and Senior High School (SHS). The institution offers a full array of general and specialized secondary programs from Grade 7 through Grade 12, with its SHS featuring specialized strands that demand high levels of pedagogical skill aligned with the Philippine Professional Standards for Teachers (PPST). Given its large faculty and student population, MNCHS provides an ideal environment to study how instructional supervision under Domain 3 of the Philippine Professional Standards for School Heads (PPSSH) can help teachers transition successfully to the newly mandated MATATAG Curriculum. Despite managing systemic challenges characteristic of large provincial institutions such as high student-to-teacher ratios and limited modern instructional materials the school maintains a firm commitment to educational quality. Ultimately, conducting research at MNCHS allows for an accurate assessment of staff professional development needs, enabling the creation of a data-based, localized leadership enhancement plan tailored to the school's actual working conditions and instructional delivery demands.

2.3 Respondents of the Study

The study participants were purposefully selected from Masbate National Comprehensive High School (MNCHS) to capture a comprehensive, cross-sectional view of the institution's instructional ecosystem. The sample consisted of 30 key educational actors: 3 school principals, 12 master teachers, and 15 regular classroom teachers, all of whom bear direct accountability for the daily management, delivery, and supervision of classroom instruction. To accommodate the institutional diversity of the faculty, the researcher utilized a purposeful, non-probability sampling design. This deliberate selection method ensured that every respondent operated squarely within the specific administrative or pedagogical realities of the public school system. By targeting individuals with these precise professional traits, distinct job roles, and lived operational experiences, this sampling strategy guaranteed the collection of highly credible, deeply context-specific data essential for accurately analyzing the predictive relationship between supervisory competence and actual teacher performance outcomes.

2.4 Sample and Sampling Procedure

The researcher consistently adhered to a systematic and ethically based methodology when collecting data for this study by securing formal administrative clearance from the institutional offices before obtaining informed consent from the 30 purposively selected respondents, which included school administrators, master teachers, and classroom teachers. To prevent any disruption to daily school operations and schedules, the researcher coordinated closely with the administration of Masbate National Comprehensive High School and conducted a comprehensive pre-survey orientation to outline the study's purpose, emphasize the importance of objective self-assessment, and establish professional rapport. During this session, participants were explicitly informed of the voluntary nature of the study and their unconditional right to withdraw at any juncture without any professional repercussions or consequences to their standing. Upon distributing the multi-part survey instruments and accompanying data privacy agreement forms, the researcher remained on-site to address technical inquiries regarding the five-point Likert scales, allowing the respondents sufficient time to reflect on their professional experiences before retrieving the completed forms. Finally, during the subsequent tabulation and statistical analysis phases, strict compliance with the Data Privacy Act of 2012 was maintained by securing all physical and electronic data in password-protected environments, completely omitting names or identifying numbers to guarantee absolute anonymity throughout the final research report.

2.5 Research Instrument

The primary research instrument used in this study was a structured, researcher-created survey questionnaire designed explicitly to collect quantitative data on the professional capacities of faculty members and the management skills of administrators. To ensure the instrument's content validity and accuracy, it underwent a rigorous expert validation process by a panel of specialists in educational management and research methodology, whose feedback guided crucial structural, wording, and technical modifications. Structurally, the validated questionnaire is organized into three distinct, sequential sections. The first section gathers vital demographic and professional profiling information from the respondents. The second section utilizes a five-point Likert-type scale to measure school heads' instructional supervision capabilities across various leadership and technical domains, which are subsequently analyzed using weighted means. The final section similarly employs a five-point Likert-type scale to evaluate teacher performance outcomes across key pedagogical, classroom management, and professional delivery indicators. This systematic framework allows the researcher to precisely quantify and analyze how these leadership and teaching variables manifest in daily school operations.

2.6 Data Gathering Procedure

The researcher adhered to a systematic, highly ethical data collection methodology designed to maintain strict research integrity without disrupting daily school operations. The process began by securing formal administrative approval from school leadership, followed by an orientation meeting with the 30 purposively selected participants including principals, master teachers, and classroom teachers. During this meeting, the researcher detailed the study's purpose, emphasized the necessity of honest self-assessment, and thoroughly reviewed ethical parameters regarding voluntary participation and the unconditional right to withdraw without professional repercussions. Upon establishing rapport, the multi-part survey instruments and data privacy agreement forms were distributed on-site, allowing the researcher to immediately clarify any technical questions regarding the Likert scales. Following the completion and collection of the instruments, the data were organized and tabulated for statistical analysis. Throughout the data management phase, strict compliance with the Data Privacy Act was maintained by securing all physical and electronic files. To ensure absolute anonymity, all identifying numbers or names were completely removed, guaranteeing that no personal markers appeared in any part of the subsequent analysis or final research report.

2.7 Data Analysis Techniques

To analyze the gathered data systematically, the study utilizes both descriptive and inferential statistics, beginning with frequency and percentage distributions calculated as $P = (f / N) \times 100$ to contextually profile the 30 respondents. The weighted mean, calculated as $WM = \sum (fx) / N$, serves as the central descriptive measure to determine overall perceptions of school heads' supervisory competencies and teachers' performance outcomes. These mean scores are hierarchically ranked to prioritize institutional needs and are qualitatively interpreted using a five-point Likert scale, where ranges from 4.21 to 5.00 denote "Highly Competent" for school heads and "Outstanding" for teachers, while downward increments transition through "Competent/Very Satisfactory" (3.41–4.20), "Moderately Competent/Satisfactory" (2.61–3.40), "Less Competent/Unsatisfactory" (1.81–2.60), and finally "Not Competent/Poor" (1.00–1.80). To simultaneously calculate the statistical correlation and establish the predictive relationship between these variables, Multiple Linear Regression analysis is applied using the model $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$. In this equation, Y represents the predicted teacher performance outcome, β_0 is the constant y-intercept, and the regression coefficients ($\beta_1, \beta_2, \beta_3$) dictate how much teacher performance shifts per unit change in the school administrators' specific instructional supervision competency areas (X_1, X_2, X_3), with the residual error term (ϵ) accounting for any external variance in teacher performance left unexplained by the administrative competencies isolated within the model.

2.8 Ethical Considerations

In accordance with strict academic research standards and the legal mandates of the Data Privacy Act of 2012 (Republic Act No. 10173), this study was executed with an uncompromising commitment to ethical methodology. Prior to data collection, formal administrative clearance was secured from the Schools Division Office of Masbate City and the school administration of Masbate National Comprehensive High School (MNCHS). Potential respondents were provided with a comprehensive pre-survey orientation detailing the study's precise objectives, ensuring that their participation was entirely voluntary and grounded in informed consent. To protect the professional standing of the 30 educators involved, absolute anonymity and confidentiality were guaranteed; no names, individual designations, or distinct personal identifiers were recorded or disclosed at any stage of data tabulation, statistical analysis, or final reporting. Participants were explicitly informed of their right to withdraw from the study at any juncture without penalty or consequence. Finally, all physical survey materials and electronic data datasets were securely stored in password-protected environments accessible exclusively to the primary researcher, with a formal commitment to destroy all records upon institutional acceptance of the final research paper.

Results and Discussion

3.1 Demographic Profile of Respondents

3.1.1 Age

40% of respondents in this study are between 31 and 40 years old, while 27% of respondents are between 41 and 50 years old. This indicates that most of the people in the workforce are mid-career teachers who have moved beyond their first stage of entering the profession (induction) into the second (mid-career) but have not yet reached their third (end). Additionally, 23% of respondents are younger than 31 and 10% are older than 51; thus, there is a multigenerational workforce in which there are a variety of pedagogic viewpoints and technological resources available.

3.1.2 Sex

A very significant gender imbalance within the respondent group. Females represent 77% of the total and males only represent 23%. These numbers reflect traditional trends in education in the Philippines, where most teachers are women, particularly at the basic education level. As such, the demographic profile suggests that the instructional leadership

strategies of the teachers should consider the profession and social/emotional dynamics of largely female teachers to ensure effective communication and support to the teachers.

3.1.3 Position/Designation

The data shown that 50% of the used-for-teacher (Table 1.3) work with teachers are in positions Teacher I-VII, 40% have been assigned as Master Teachers and only 10% have a role (not heading) School Head. A large number of individuals working with those teaching at the classroom level (Teacher I-VII) requires the focus of Instructional Leadership on the classroom performance and professional development of those individuals as the majority of teachers in this group will have already had several years of teaching experience.

3.1.4 Highest Educational Attainment

That a great number of teachers are committed to advancing their education; 63% indicated they have either completed a master's degree (30%) or earned master's level credits (37%). Also, 23% of the survey respondents are working on doctorate credentials and 10% hold a doctorate.

3.1.5 Years of Administrative/Teaching Experience

The overall distribution of experience is relatively equal across groups. The distribution has the most people (30%) who have been in the field between 11-15 years. The next largest groups are those with 6-10 (23%) and 21 or more years (20%). This demonstrates a workforce with a significant amount of experience, provide a solid base of institutional knowledge and classroom management abilities to most of the participants in the study.

3.2 Instructional Supervision Competencies (PPSH Domain 3) Level

3.2.1 Instructional Leadership (Technical Assistance & Feedback)

The data indicate that school leaders have been rated "Highly Competent" for their instructional leadership, with an average total weighted score of 4.30 across the indicators included in the survey. The indicator rated highest was providing feedback that is timely and constructive and based on data to teachers concerning performance and instruction (weighted mean = 4.53) and providing technical assistance to teachers that include support with instructional-type issues (weighted mean = 4.30). Together, these rankings demonstrate that school leaders (principals) place a premium on timely feedback regarding classroom observations which is an essential component of professional growth in the current educational community.

3.2.2 Curriculum Implementation (Alignment & Mastery)

School heads received a "Highly Competent" rating (weighted mean = 4.23) for their implementation of curriculum related to the strand of Curriculum Implementation, with a particular area of strength being the monitoring and evaluating of the mastery of the curriculum (WM = 4.33), as well as the implementation of the curriculum in accordance with the standards outlined in the document. Therefore, school heads are being diligent in their efforts to ensure that the state mandated standards of education are being met in the classroom so that teachers have a solid structure for teaching and learning.

3.2.3 Learning Assessment (Monitoring & Data-Driven Instruction)

The school heads were reported to be "Highly Competent" in Learning Assessment, having an overall Weighted Mean (WM) rating of 4.28. The top rated indicator was performing assessments by ensuring that all of the assessment tools and practices are consistent with curriculum (WM = 4.40), which demonstrates that the school heads are providing students with an effective "constructive alignment" (the requirement that all assessments reflect what is taught) to ensure that all students receive a cohesive, fair educational experience.

3.2.4 Learner-Centered Environment (Inclusive & Motivating Climate)

In the development of a learner-centered environment, the school heads received the confidence of the parents and rated "Highly Competent" in the area of Advocate for Diverse Learners, with an overall weighted mean of 4.37. Within this, the greatest strength was to Model the Principles and Practices to Motivate Diverse Learners at 4.43, supporting the data which depicts the school heads of the research study in Egypt 2018 as "Cultural Architects," defined by Muhammad (2017) as leaders with intentionality, creating a supporting school environment that prioritizes the well-being and motivation of each student for their Diversity.

3.3 Teacher Performance Outcomes (RPMS-PPST) Level

3.3.1 Content Knowledge and Pedagogy

The performance of teachers in reference to Content Knowledge and Pedagogy received an overall weighted mean value of 4.37 which can be classified as "Outstanding". The highest scores attributed to teachers were on using various teaching strategies that encourage both critical and creative thinking as well as other higher order thinking skills (4.53 WM). The teachers indicate a significant level of technical competence and have successfully demonstrated their understanding of both the subject area and the complex methodologies which create a deep level of Engage.

3.3.2 Learning Environment and Diversity of Learners

An "Outstanding" performance achieved by teachers for effectively managing both learner behavior and creating a positive learning environment that promotes diversity (Average Mean = 4.43). The indicators rated the highest were learner behavior managed in a positive manner (Average Mean = 4.53) and safe and secure premises for learning (Average Mean = 4.47). These results suggest teachers are strongly capable of maintaining discipline in classrooms while encouraging respectful learning environments for students from varying cultures.

3.3.3 Curriculum and Planning

The teachers had a weighted mean of 4.34 in the area of Curriculum and Planning demonstrating an overall "Outstanding" rating. The highest rating of 4.47 was associated with the use of developmentally sequenced teaching and learning processes. This demonstrates that teachers are effective when developing lesson plans that support the cognitive and emotional development of their students so that lessons can be taught in a logical sequence and progressively built upon.

3.3.4 Assessment and Reporting

The ratings for Assessment and Reporting (WM = 4.42) reflect the "Outstanding" performance of teachers. The areas where teachers exhibit the highest level of proficiency is through the use of strategies to monitor and evaluate the progress and achievement of learners (WM = 4.53). These results show that teachers are extremely data-driven and regularly assess their students' understanding of the learning material and make adjustments to their instruction accordingly, a key characteristic of "effective teachers."

3.4 Regression Analysis of Domain 3 Strands as Predictors of Teacher Performance

To arrive at the results presented in Table 4, the researcher employed Multiple Linear Regression (MLR) analysis. This statistical tool was chosen because it allows for the examination of the relationship between a single dependent variable Teacher Performance and multiple independent variables, which in this study are the four strands of PPSSH Domain 3 (Instructional Leadership, Curriculum Implementation, Learning Assessment, and Learner-Centered Environment). The process began with the aggregation of survey data into mean scores for each strand. These scores were then entered into a statistical software package where the regression model was tested to determine the Beta coefficients (β), which indicate the strength and direction of the relationship, and the p-values, which determine statistical significance. By using MLR, the researcher was able to isolate the unique contribution of each supervisory competency while controlling for the influence of the others.

Conclusion & Recommendations

The study concludes that there is high professional maturity among the faculty at Masbate National Comprehensive High School, with a stable, mid-career workforce that has successfully transcended the novice phase of teaching. Public School Heads demonstrate distinct competence across all strands of Domain 3 of the Philippine Professional Standards for School Heads (PPSSH), signaling a successful evolution from traditional administrative compliance monitors to active instructional leaders. Concurrently, teacher performance at the institution is outstanding, particularly in curriculum planning, developmentally sequenced instruction, and data-driven student assessment, proving that the faculty possesses the core competencies required to successfully implement the rigorous demands of the MATATAG curriculum. Crucially, inferential analysis establishes that a school head's specific instructional leadership namely providing technical assistance and constructive feedback is the sole statistically significant predictor of teacher performance outcomes. Ultimately, this underscores that school administrators achieve the greatest measurable impact on classroom success when they operate primarily as clinical instructional coaches rather than mere managerial overseers.

To build upon these insights, it is highly recommended that public school heads prioritize specialized training in clinical supervision and differentiated coaching to move entirely away from compliance checking and toward personalized, collaborative feedback loops with classroom teachers. School heads and teachers should jointly construct targeted instructional intervention plans, co-analyzing student assessment results to isolate pedagogical gaps and co-create solutions for higher student achievement. To sustain their outstanding ratings, teachers must continuously upskill through advanced seminars focused on higher-order thinking skills (HOTS) and information and communications technology (ICT) integration as mandated by the MATATAG framework. Furthermore, department heads and subject coordinators should intentionally structure school-based Learning Action Cell (LAC) sessions to establish active Communities of Practice where master teachers and principals can institutionalize peer-to-peer mentorship and share localized best practices in instructional support. Finally, educational planners should advocate for division-wide structural policies that address systemic bottlenecks, such as high student-to-teacher ratios and classroom resource gaps, which constrain personalized teacher feedback.

While providing valuable insights, this study is subject to several localized constraints that limit the immediate generalizability of its findings. First, the investigation was bound to a single institutional context, focusing exclusively on a sample size of thirty purposively selected educators and administrators at Masbate National Comprehensive High School, meaning the predictive power of the instructional leadership strand may vary in small rural settings or schools of different structural scales. Second, the reliance on self-assessment data privacy instruments and perception-based Likert scales introduces the potential for response bias, where participants might over-report administrative competencies or pedagogical efficacy. Third, the study focused heavily on quantifying the direct relationship between administrative supervision and teacher performance outcomes using standard performance metrics, thereby leaving unexamined how these school heads' competencies directly influence student classroom behavior, affective development, or long-term academic success over an extended timeline.

Compliance with ethical standards

In strict compliance with international research ethics and the legal mandates of the Data Privacy Act of 2012 (Republic Act No. 10173), this study was executed with an uncompromising commitment to ethical responsibility, institutional standards, and complete authorship accountability. Prior to data collection, formal administrative clearance and ethical approval were secured from the institutional offices of the Schools Division of Masbate City and the administration of Masbate National Comprehensive High School. All 30 participating educators were engaged strictly through voluntary participation and provided explicit, signed informed consent following a comprehensive pre-survey orientation that detailed the study's specific objectives and risks. To ensure absolute confidentiality of information, all data were completely anonymized, with names, designations, and personal identifiers omitted from all phases of tabulation, statistical analysis, and reporting, while physical and digital files were secured in password-protected environments accessible solely to the primary researcher. The author assumes full responsibility for the integrity of the research process, the accuracy of the data, and the drafting of the manuscript, and explicitly declares that there is no conflict of interest financial, institutional, or personal that could bias the findings. Sincere acknowledgment of contributions is extended to the school heads, master teachers, and classroom teachers whose professional time made this inquiry possible, as well as the panel of experts who validated the research instruments. Finally, copyright ownership rules are fully respected, with all cited literature accurately credited, and the primary author retains intellectual property rights over the synthesized findings, committing to the complete and secure destruction of all participant source data upon institutional acceptance and publication of the final research paper.

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