

Supervisory Leadership Skills of School Heads and Instructional Competence of Teachers

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Abstract

This study determined the school heads' supervisory leadership skills and the teachers' instructional competence toward school-based continuing professional development in Lagonoy North District, the School Year 2024-2025.

Findings revealed that the school heads level of supervisory leadership skills had a weighted mean of 3.52 indicating high compliance. The teachers' level of instructional competence was 3.52 described as very highly observed. The significant difference among the school head level of supervisory leadership style and instructional competence of teachers had an F-stat value of 0.3243 with a corresponding P-value of 0.8583 indicating no significant difference. The significant difference in the level of teachers' competencies among aspects showed an F-Stat equal to 6.2468 and P-value of 0.0003 indicating a significant difference. Two (2) from 35 comparisons showed that school heads' Developing Self and Others and teachers' Content Knowledge and Pedagogy had an r-value of -0.98 with a p-value of 0.00. Moreover, the school heads' Developing Self and Others with teachers' provision of Learning Environment had an r-value of -0.97 with a p-value of 0.01. The degree of school heads' developing self and others with teachers' content, knowledge, and pedagogy had an r^2 value of 95.39 and learning environment had an r^2 value of 94.53. The school heads' influence on leading strategically with content, knowledge, and pedagogy with an r^2 value of 63.50. Also, the school heads' building connections with the teachers' diversity of learners with an r^2 value of 77.92, and to the assessment and reporting had an r^2 value of 64.02. And one aspect of the teachers' instructional competence was needing program to enhanced their level, this was diversity of learner.

Keywords: School Heads' Supervisory Leadership Skills, Teachers' Instructional Competence

Introduction

The face of the school mirrored the kind of administrators and teachers a school has. School heads as school drivers and leaders hold a vital position in an organization. Their influence on teachers is crucial. Their decisions and instructions from providing serviceable school facilities to transporting quality teaching and learning make or break the entire school operations.

Performing a multifaceted role of a school head, a certain application of leadership styles made the team move in one direction with synchronization toward achieving goals and targets. The leadership styles of the school head has no specific pattern or equation. Its application is fastened on the situation, school financial capacity, subordinates' skills, and availability of resources. Certainly, the success of all the school activities, programs, and projects rests on their supervisory leadership skills.

Teachers are at the forefront in providing quality education to learners. They are significant in achieving

high educational outcomes and in recovering learning losses and gaps. They have direct access to learners' academic status and have major influence in whatever classroom intervention introduced and utilized to uplift the degree of learning. Globally, teachers have different difficulties in teaching due to geographical location and different contexts.

Nowadays, teachers in the Philippines face various challenges in the delivery of quality learning due to the frequent shift to alternative learning (that may be because of the unpredictable weather condition in the country both the intense rainfall and extreme heat). Also, the high absences of the learners that causes them to miss lessons due to high poverty incidence and deteriorated economic conditions which forced young learners to help the family augment finances. This made the learning recovery slow and at the same time test the teachers' instructional competence.

The future of the nation lies in the hands of educators and school administrators. The school builds future professionals in various fields. Hence, teachers are expected to be updated and advanced in terms of their proficiency to give the demand of the time particularly to recover what was lost in the past pandemic. Updating and advancing is through engaging in various pieces of training, seminars, short and long-term courses, and self-assessments. Teachers' instructional competencies are regularly assessed to determine their capabilities and be able to measure their developmental needs. This is also true for school heads whose supervisory works are being evaluated yearly through certain standards.

The Department of Education (DepEd) recognizes that the quality of learning is influenced by the quality of teaching. Teachers' competence is defined under the Philippine Professional Standard of Teachers (PPST). It sets a clear expectation for teachers' function, roles, and responsibilities in providing quality learning. To realize the production of human potential is not just for learners but for teachers and administrators on top. And continuing professional development is seen as a requirement to immerse the teachers and other school personnel in the situation backup with learned concepts and procedures.

Sustainable Development Goals (SDG) no. 4 points to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It particularly targets the following: free primary and secondary education; equal access to quality pre-primary education; equal access to affordable technical, vocational and higher education; increase the number of people with relevant skills for financial success; eliminate all discrimination in education; universal literacy and numeracy; education for sustainable development and global citizenship; build and upgrade inclusive and safe schools; expand higher education scholarships for developing countries; and increase the supply of qualified teachers in developing countries.

The teachers and school heads have great roles in the achievement of those targets stated above. As the prime movers of education worldwide, these educational leaders are key to liberate the intellect of the young. Making the targets in reality is central to contributing a progressive and healthy society. Hence, these educational leaders should be equipped with knowledge, skills/ competencies, and attitude necessary in their day to day teaching implementations.

DepEd Order No. 36, s. 2016 states that:

“The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning” fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd's commitment to the development of teachers potential aimed towards their success in the profession. This can be done through the school-based LAC, which primarily functions as a

professional learning community for teachers that will help them improve practice and learner achievement.

The continuous improvement of teachers and other school staff is dependent on the school head's leadership style. A leadership style refers to a leader's methods, characteristics, and behaviors when directing, motivating, and managing their teams. Their leadership style is also the determining factor in how leaders develop their strategy, implement plans and respond to changes, whilst managing the expectations of stakeholders and the well-being of their team (Institute for Management and Development, 2022).

This study is an avenue to determine the specific training teachers' and school heads' needs as influenced by the school heads' leadership skills (along the five domains such as Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others, and Building Connections) in order for the teachers to effectively possess their teaching standards to efficiently execute the work for the betterment of the entire school community (based from the seven domains such as Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkage and Professional Engagement, and Personal Growth and Professional Development).

School Heads' Leadership Style

The International Institute of Management and Development (2022) stated that leadership in itself is a somewhat fluid principle. Generally, most leaders adapt their leadership styles to suit their situation. Leaders have to understand where they are currently. The most common leadership styles are Transformational Leadership, Delegative Leadership, Authoritative Leadership, Transactional Leadership, and Participative Leadership.

Papa (2022) mentioned that great school leadership is the bedrock for great schools. Evidence suggests that effective leadership is essential for creating a learning environment where every student has access to high-quality education. Teachers who pursue postgraduate education in leadership will be able to support effective teaching and learning strategies, keep pace with transformation across the education industry and inject new thinking into schools.

Leithwood, et al. (2022) elaborated that leadership is second only to teaching among in-school influences on student success, and its impact is greatest in schools with the greatest needs, according to this landmark examination of the evidence on school leadership. School leaders should, among other things, be able to set clear direction, establish high expectations, and develop talent in their schools to fully support teaching and learning.

Rehman, et al. (2019) revealed that school heads adopted a number of leadership styles. Leaders in high-performing schools focus on the social, ethical and emotional well-being of the students and remain in close proximity to the students. School success and students' well-being and achievements are interrelated; therefore, the head has the responsibility to be an instructional leader which is important for school heads to create an environment of cooperation in the school.

Sirisookslipa, et al. (2015) investigated the leadership styles of school administrators that is affecting teacher effectiveness. Findings showed that there are two types of leadership styles of school administrators, namely supportive leadership and participative leadership styles which have significantly affecting teacher effectiveness.

Gelizona, et al. (2016) assessed the influence of school administrators' leadership styles on the teachers'

morale of State Universities and Colleges in Eastern Visayas, Philippines. Results showed that school administrators practice leadership styles like transformational, transaction leadership, and on some occasions practice laissez-faire. Data on teachers' morale does not depend on the behavior, attitude, and administrative practices of their school administrators.

Ahamed and Hassan (2020) investigated the influence of the leadership style of school principal on teachers' performance. Findings revealed that democratic and change-oriented leadership styles were significantly influenced the performance of school teachers. A notable finding of this study was that the autocratic leadership style was not an influential factor for teachers' performance.

Saragih, et al. (2022) developed a better understanding of the nexus between job satisfaction, training, and leadership in the context of the textile sector in Indonesia. High rates of work performance indicate effective leadership, which influences the progress of the company and workers. The findings of the study will help policymakers and researchers in understanding issues related to leadership styles, training practices, job satisfaction, and employee performance.

Valenzuela and Buenvenida (2021) determined if there were a link between school leaders' abilities to manage school operations and resources and the performance of public schools. Findings revealed that there is a significant relationship between the level of management competencies of school heads and the school's performance in terms of quality and efficiency.

Based on Abbas, et al. (2020), effective leadership is necessary for the advancement of teachers as well as society. There are three main aspects of a principal's leadership in dealing with educational and cultural reforms such as increasing participation, transferring vision, and producing change. The effectiveness of leaders in the educational sector is valued by their competencies to contribute to improving the quality of education in the era of technological advancement.

Panindranauth (2023) explored high school principals' perceptions of how a supportive environment, strong family-community ties, and trust assist educational leaders in improving the culture within their schools. The four themes that emerged from this study are relationships, communication, evidence, and challenges. Analyzing the principal's responses, a positive school culture is defined as developing authentic relationships through communication to support each other for one common purpose.

Iqbal, et al. (2021) empirically investigated the less discussed catalytic effect of personality in the relationship of leadership style and employee thriving at work. The findings of this study have theoretical implications for authoritative and laissez-faire leadership, employee conscientiousness, and managerial applications for practitioners.

Sanwar, et al. (2022) examined the impact of principals' leadership style on the performance of teachers at the college level. The findings revealed that principals' leadership style had a positive impact on the performance of teachers. The study exposed a strong statistically positive relationship between college principals' leadership style and teacher performance. Thus, the results of this study suggest that college principals should adopt the leadership style according to the level of teachers. The leadership style should be changed with specific situations in the colleges.

Nalla and Camaya (2023) revealed that on the general dimensions of leadership practices, the novice school heads showed total adaptability. As to the experiences, some novice school heads gained understanding, became confident, and acknowledged the huge responsibilities of school leaders. Others also experienced the opposite such as the struggle to craft the School Improvement Plan, BED 1, 2, 3, Annual Improvement Plan, and liquidation of funds.

Cherry, et al. (2021) concluded that the variation in leadership practices experienced by school heads and teachers is absolutely vital, confirming that their reactions are fundamentally better. Teachers' performance is consistent irrespective of age, educational achievement, or significant contributions. The very productive performance of teachers stays the same, regardless of whether the school heads exhibit a very high degree of authentic leadership.

Queens University of Charlotte (2022) expounded that when educators discover new teaching strategies through professional development, they are able to go back to the classroom and make changes to their lecture styles and curricula to better suit the needs of their students. However, these changes are hard to evaluate because they are typically implemented gradually. Professional development for teachers makes them more efficient in their presentations and course evaluations by exposing educators to new delivery methods, evaluation styles and record-keeping strategies.

Posthom (2018) indicated that teachers' learning processes need to be developed if they are to lead to school improvement. Findings suggest that more research is needed to show how outside resource persons, such as researchers, can contribute to school development in collaboration with teachers and school leaders at work.

Sumaryanta, et al. (2018) described the model of teacher assessment which had been implemented in Indonesia and its challenges to encourage the development of a sustainable teacher profession. The teacher competency test results were used to measure the mastery of pedagogic and professional competence of teachers at all subject matter and all levels of schools in Indonesia. Furthermore, the results are used as the basis for determining teacher quality improvement program in Indonesia continuous training.

Badri, et al. (2016) provides some insights into the variations of those perceptions relative to other independent variables such as teachers' age and gender, and type of schools. With regard to the perceived need for professional development activities, the most significant variation is observed with regard to public or private schools. With regard to the impact of those activities, male teachers almost consistently assign higher perceived impact scores than female teachers.

Chin, et al. (2022) described a study that examined teachers' perspectives on barriers and needs in professional development. Results from hierarchical multiple regression analysis have shown that teachers' pedagogical and information technology skills requirements are influenced primarily by their prior professional development experiences and their need to apply active learning and innovative teaching ideas. In summary, for remote education to be sustainable, teachers need ongoing professional development.

Teachers' Instructional Competence

Bautista (2019) demonstrated that teachers must possess competence and initiative to perform additional tasks aside from teaching, like community engagement in socio-civic activities. School Principals should help younger teachers upgrade their level of competencies such as knowledge, skills and abilities, and other characteristics through seminar/training so they could come up with better teaching methods and involve students more efficiently into their lessons.

Bongco and David (2020) revealed that teachers face a number of tensions that describe their lived experience in making sense and operationalizing curriculum policies in their classroom: (1) confused yet appreciative; (2) frustrated yet flexible; and (3) powerless yet vital. This study concludes with discussion about the success of curriculum implementation depending largely on how teachers understand and imp-

lement curriculum polices.

Irembere (2019) explored teachers' involvement in curriculum design and development in a private school in Cavite, Philippines. The results showed that teachers are considered merely as implementer of the school curriculum and as repercussion, they face a number of challenges in teaching. Some ways to get teachers more involved in school curriculum design and development are suggested in this paper.

Asis, et al. (2023) revealed that the instructional competencies among teachers are highly competent. The result on the significant difference of instructional competence against profile variables of teachers revealed no significant difference. An instructional enhancement program was proposed to improve instructional competence in addressing the problems met by public school teachers.

Sanchez (2020) determined the teachers' Instructional competence and the students' MPS and quarterly grade performance. Results showed that there is a significant difference between learning environment competence and learners' quarterly grade and MPS. But there is no significant difference between the four aforementioned variables between learners' quarterly grades and MPS.

Amalia and Saraswati (2018) discovered the factors that affect teachers' performance. The development of a teacher's performance is determined by many factors, and one of them is competence, which is one of the factors that will improve performance. The results of this study proved that competence had an impact toward teachers' performance and certification was found as a moderating variable.

The American Federation of Teachers (2022) defined assessment as a component of teacher competence as the process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths, and weaknesses, to judge instructional effectiveness and curricular adequacy, and to inform policy. By establishing standards for teacher competence in student assessment, the associations subscribe to the view that student assessment is an essential part of teaching and that good teaching cannot exist without good student assessment.

Abanador (2018) showed that students and faculty members perceived themselves to always manifest the indicators of instructional competencies under nine standards of Commission on Higher Education, however it is noted that their perception manifest a significant difference. The college may prepare a short term plan for identifying the competencies in all subjects in order to align the nine standards of the commission.

Yuan, et al. (2017) elaborated that it would be the key solution to develop environmental education in order to have people present the environmental knowledge and the attitudes and value to concern about the environment and develop the skills and action to solve environmental problems. The research results concluded that there is a significant positive correlation between professional development and professional knowledge & competence, between teacher belief and professional knowledge & competence, and between teaching efficacy and professional knowledge & competence.

Basco (2017) stated that teachers' strengths must work and complement the learning needs and requirements of the entire student population. The competencies required by the standard focus on the conditions which affect student learning. These will lead teachers to develop expertise needed to enable the students to function as independent thinkers and creative learners both within the school-community and in the larger society as well.

Lucero (2018) showed that overall level of instructional competence of teacher is very extensive; very extensive curriculum; planning and assessment; very extensive level of teaching all the student; very extensive level of family and community engagement; very extensive level of professional culture. A learning action cell sessions which will focus strands that have low results may be designed in order to

address the concern of the teacher in terms of their instructional competence.

Piara (2018) investigated the influence of classroom management and students' academic performance in Public Secondary Schools in Rivers State. Based on the findings, teachers should intensify classroom discipline, endeavor to introduce innovative ideas to motivate learning. Schools should give high priority to developing effective teaching and solving teaching challenges so that students' capacity and academic performance can be positively influenced.

Manigbas, et al. (2024) revealed that teachers are Highly competent in content knowledge and pedagogy except in the utilization and application of research-based knowledge and principles of teaching and learning. The results further revealed that their professional peers were the most influential factor that affects them. Quantitative data shows that teachers' competency along content knowledge application within and across the curriculum areas, as well as the utilization of Mother tongue, Filipino, and English language, were significant in their demographic characteristics.

Possi and Milinga (2017) looked into learner diversity in inclusive classrooms focusing on language of instruction, gender and disability issues, and their implications for education practices. The findings have indicated challenges facing teachers in teaching mixed classes as well as students in such classes; especially those with disability.

Rasyidah, et al. (2020) detailed that there are many variables that contribute to a teacher's assessment knowledge and practice. The teacher's knowledge is required to comprise not only those of the subject matter and general pedagogy but also that of students. What the teacher experienced as a student-teacher in higher education context likely transformed into her knowledge of teaching, intertwining with her insights of the current development in teaching and learning as well as technology.

Basibas, et al. (2021) detailed that strengthening linkages and partnerships in the basic education program is a remarkable development in today's schools. Strong collaborations of teachers and parents are of paramount importance to consider a lot of success to serve the needs of the growing number of youths aspiring to acquire quality education for their life. The results of the respondents' assessment were very significant in their perceptions that the activities and programs must be planned and coordinated by both the school and the community to have successful educational growth among the learners, as well as the community will benefit if the pupils are all successful in their endeavors.

Su and Wang (2022) mentioned that the essential function of teacher trainers in academic courses has gradually attained more attention from scholars. Consequently, they require getting the related knowledge and skills after accepting the role of teacher trainers. Besides numerous aspects affecting teacher trainers' professional development, teaching skills, and knowledge have important functions that are at the center of attention in this mini-review of literature.

Boghian (2019) shown the need to train teachers with respect to several dimensions related to dealing with diversity in class: respect for cultural differences and diversity, confidence in interactions with students from different cultural backgrounds, manifesting interest in interactive contexts. Findings have shown that the educational intervention program enhanced the trainees' knowledge, skills, and attitudes in terms of their ability to successfully approach classroom diversity and risks of conflicts based on discrimination and differences in the class of students.

Hammond, et al. (2017) stated that teacher professional learning is of increasing interest as one way to support the increasingly complex skills students need to succeed in the 21st century. It identifies features of these approaches and offers descriptions of these models to inform those seeking to understand how to foster successful strategies.

Magallanes, et al. (2022) identified the Philippines teachers’ concerns in K–12 implementation. Findings indicate that consequence and collaboration was the teachers’ current concern (impact stage). These current concerns match the existing problems in Philippine education: poor PISA results and lack of resources. This research urges the Philippine government to promote professional development activities that encourage teamwork and collaboration among teachers.

Savolainen (2023) stated that the social skills, teaching tools, resources, information flow, and S&S knowledge of the staff have a major impact on the safety of learning environments. Schools should have a risk-based comprehensive safety and security management system in place. One can assume that such a system combined with effective leadership will lead to a safer school environment.

Methodology

The study used a descriptive-comparative-correlation design. It involved 2 groups of respondents such as teachers and school heads. There were 32 respondents all, 29 teachers and 3 school heads. Data gathering tools used were Survey Questionnaires for school heads and for teachers. Statistical tools utilized were Weighted Mean, Pearson Product- Moment Correlation of Coefficient, Coefficient of Determination, and Analysis of Variance (ANOVA).

Results and Discussion

A. School Heads’ Level of Supervisory Leadership Style

The school heads level of supervisory leadership skills revealed that on leading strategically it had an average weighted mean of 3.50, managing school operations had 3.55, focusing teaching and learning had 3.55, developing self and others had 3.53, building connections had 3.48. Overall it had a general impression of 3.52 from the combined evaluation of teachers with 3.40 and for school heads with 3.64.

Table 2F has summarized the level of leadership style on the 5 key results areas expected to the school leaders. It can be observed that all the aspects of the PPSSH have achieved the very highly observed ratings where 2 aspects were ranked the highest such as managing school operations and focusing on teaching and learning with an overall average weighted of 3.55. This indicates that among the areas, these 2 aspects were valued the most. With the main goal of securing the delivery of quality, relevant, and liberating education, the school heads were perceived to prioritized the provision of technical assistance to teachers as they are key to promoting and protecting quality teaching and learning.

Table 2F Summary Table on School Heads’ Leadership Style

Aspects	T	SH	Overall AWM	Int	Rk
Managing School Operations	3.42	3.67	3.55	VHO	1.5
Focusing on Teaching and Learning	3.43	3.67	3.55	VHO	1.5
Developing Self and Others	3.38	3.67	3.53	VHO	3
Leading Strategically	3.32	3.67	3.50	VHO	4
Building Connections	3.43	3.54	3.48	VHO	5
Overall AWM	3.40	3.64	3.52	VHO	
Interpretation	VHO	VHO			
Rank	2	1			

Legend:

3.26-4.00- <i>Very Highly Observed (VHO)</i>	<i>T-Teachers</i>
2.26-3.25- <i>Highly Observed (HO)</i>	<i>SH- School Heads</i>
1.76-2.25- <i>Moderately Observed (MO)</i>	<i>Ave. -Average</i>
0-1.75- <i>Fairly Observed (FO)</i>	<i>Int.- Interpretation</i>
	<i>Rk- Rank</i>

The quality of a school head reflects the quality of a teacher. The provisions of technical assistance to teachers by the school heads were an instrumental application of teachers in improving, enhancing, and contextualizing the curriculum to address the needs and gaps in learning. This is because, the domain 3 (focusing on teaching and learning) does not only secure the conduct of classroom observation to monitor, assess, and assist the teachers in making the lesson delivery more meaningful and life-changing, it also provides learning and development program through the consolidated results of teachers' self-assessment test (SAT) mirrored the competencies and pedagogies needed by the teachers in the field. This became the basis of the conduct of learning action cell (LAC) and pursuance of the various topics to be discussed in the in-service training for teachers (InSeT).

Moreover, other aspect with very highly observed rating was the domain 2 which is managing school operations. This shows that school heads were meticulous in spending the annual government fund allotted to the school to address the areas needing repairs, rehabilitation, procurement, and possible physical constructions from the local funds or special education fund. Likewise, this proved that school heads resolved hiring of the job order personnel needed in the day-to-day operations of the school such as utility personnel and security guard; payments of the school mandatory utilities such as electric, water, cellphone loads, and travel allowances for school heads and teachers for communications and transactions and attendance of both the teachers and the school heads in the seminars and conferences.

Other aspects rated very highly observed (domain 5 or building connections) was ranked the lowest. This means that though this was very highly complied and observed, this is the key results area seeking for more efforts. Partnership with the stakeholders and maintaining rapport with them is being solicited by the ratings presented. Benchmarking to co-school heads in the nearby schools in the district or those schools with the same features of the locale is endorsed to see their strategies in encouraging private donors and stakeholders for support and assistance. Generally, the school heads achieved an overall rating of 3.52 described as very highly observed and compliance.

B. Teachers' Level of Instructional Competence

The teachers' level of instructional competence revealed that assessment and reporting had an average weighted mean of 3.63, curriculum and planning had 3.62, personal growth and professional development had 3.58, content, knowledge and pedagogy had 3.55, community linkage and professional engagement had 3.54, learning environment had 3.53, and diversity of learners had 3.22. This accounts to an overall rating of 3.52 from the combined evaluation of teachers with 3.50 and school heads with 3.54.

Reflected in Table 3H is the summary of teachers' instructional competence. Six (6) among the seven (7) domains were graded very highly observed which means that aspects such as assessment and reporting, curriculum and planning, personal growth and professional development, content knowledge and pedagogy, community linkage and professional engagement, and learning environment were highly complied by the teachers to ensure that quality education is secured and delivered to learners. Having a

high achievement of these 6 aspects entails that they were provided proper mentoring, technical assistance, coaching, and other graded and non-graded evaluations to improve their competence.

Table 3H Summary Table on Teachers’ Instructional Competence

ASPECTS	T	SH	Overall AWM	INT	RK
Assessment and Reporting	3.59	3.67	3.63	VHO	1
Curriculum and Planning	3.56	3.67	3.62	VHO	2
Personal Growth and Professional Development	3.55	3.60	3.58	VHO	3
Content Knowledge and Pedagogy	3.49	3.60	3.55	VHO	4
Community Linkage and Professional Engagement	3.47	3.60	3.54	VHO	5
Learning Environment	3.52	3.53	3.53	VHO	6
Diversity of Learners	3.36	3.07	3.22	HO	7
Overall AWM	3.50	3.54	3.52	VHO	
Interpretation	VHO	VHO			
Rank	2	1			

Newly hired teachers were given orientation in a form of induction program for beginning teachers (IPBT) which provided them organized and comprehensive support structure for beginning teachers to immerse them in the teaching profession in the public-school system. In this platform, newly hired teachers or those at the 0-3 years of teaching can demonstrate knowledge and understanding of DepEd to meet expectations as pronounced in the PPST. There are various school-level development programs given to teachers and it is dependent to their respective school heads in terms of provisions of those. From the overall rating reflected in the table, this means that Lagonoy North District elementary teachers were aligned to the professional standards with an overall competence of 3.52 or highly competent.

One aspect (diversity of learners) was graded highly observed and this was considered aspect asking for further development. The rating of 3.22 has communicated that this was done in an average submission. Though for teachers’ perspective (3.36 interpreted with very highly observed), they considered themselves knowledgeable on this aspect; but for school heads as they have observed teachers in the classroom observations, administrators had distinguished teachers lacking the design instructions to address the diverse learners. There were aspects along diversity of learners that the teachers should know for better understanding and application in the field.

Learners are diverse. They differ in the way they learn. They have various learning styles, interest, talents, and personalities. They may have differences in culture, socioeconomic status, family backgrounds, and intellectual capabilities. All these features affect the way teachers design their instructions to become relevant and to properly address the needs of these individuals. The school offers equal opportunity for learners to achieve the desired outcomes, be able to learn, and succeed in life. Moreover, the school ensure a learning environment that is inclusive and supportive for learners to be created by the teachers pointing to this goal.

Learners in the public schools had a large percentage of low level in literacy and numeracy. There were learners in the district whose literacy and numeracy levels were 2-3 years behind of their age and grade level. There were learners in the district who have learning difficulties such as poor memory, problems in paying attention, trouble following directions, clumsiness, and many more. Some has learning disabilities such as having difficulties in reading (dyslexia), difficulties in writing (dysgraphia), or difficulties in numbers and in math (dyscalculia). There were learners in the district who have physical disabilities such as visually and hearing impaired, orthopedically disabled, and other physical disabilities which affect their speech. These were all the various learners faced daily by the teachers in the district and they all need to be addressed regardless of the difficulties they have. The Department of Education is looking up to teachers to provide them such expectations. This was the area of the teachers which Table 3H is showing that they need development in order to be applied in the field.

The role of the school heads here is very influential. The recommendation of the school heads to the Public School District Supervisor (PSDS) for securing development programs for teachers along this line is very significant. The school-based seminar can be vital but to offer this as a districtwide learning and development program for teachers is much crucial. An invitation to an expert about this area can be a good avenue for the teachers to execute the lessons addressing the learners of various needs. In that case, teachers will be given sufficient information that is tangible, concise, and contextualized.

C. Significant Difference in the School Heads Supervisory Leadership Skills among Aspects

This study hypothesized that there is a significant difference in the school head’s level of supervisory leadership skills among aspects. Table 4 shows the values from the computations in between and within groups. It came up with an F-stat value of 0.3243 with a corresponding P-value of 0.8583. The P-value indicated that this was greater than 0.05 and signifies no significant relationship. Hence, the alternative hypothesis was rejected.

Table 4

Significant Difference in School Heads’ Level of Supervisory Leadership Skills among Aspects

Source	Degrees of Freedom	Sum of Squares (SS)	Mean Square (MS)	F-Stat	P-value	Int.
Between Groups	4	0.0191	0.0048	0.3243	0.8583	NS
Within Groups	20	0.2954	0.0148			
Total	24	0.3145				

Interpretation Value:

<0.05 Significant (S)

>0.05 Not Significant (NS)

<https://calculator-online.net/anova-calculator/>

It can be analyzed that the school heads’ level of supervisory leadership styles among the 5 domains of standards for school heads were parallel with each other and no variations observed. The very highly observed interpretations of domains 1-5 from leading strategically, managing school operations, focusing on teaching and learning, developing self and others, and building connections which was summarized on Table 2F signify that they were interrelated. The very high completion and compliance

of the school heads to each of the domains of the Philippine Professional Standards for School Heads (PPSSH) imply that they all managed the tasks and responsibilities expected of a school head. And the dynamics of doing the tasks and responsibilities were uniform across the domains. Hence, there is no significant difference when it comes to compliance among aspects. All the tasks, responsibilities, and expectations to school heads were complied, hence, all the domains were addressed properly. This also means that school heads were progressing as Table 2F revealed.

D. Significant Difference in the Teachers’ Instructional Competences among Aspects

This study hypothesized that there is a significant difference in the teachers’ competencies among the seven domains of the Philippine Professional Standards for Teachers. Table 5 revealed the results of the computations on the significant difference between teachers’ instructional competence among aspects using the analysis of variance (ANOVA) which primarily shows the relationship of an F-Stat and P-value. The F-value was equal to 6.2468 while the P-value was 0.0003. The P-value was less than 0.05 signifying significant differences of the aspects measured. Therefore, the study’ alternative hypothesis is accepted.

Table 5 Significant Difference between Teachers’ Instructional Competence among Aspects

Source	df	SS	MSS	F-Stat	P-Value	Int.
Between Groups	6	0.5919	0.0987	6.2468	0.0003	S
Within Groups	28	0.4422	0.0158			
Total	34	1.0341				

<https://calculator-online.net/anova-calculator/>

Interpretation Value:

<0.05 *Significant (S)*

>0.05 *Not Significant (NS)*

The significant difference interpretation indicates that teachers’ competence along the seven domains of their key results areas were different. There was an aspect that falls to highly complied yet considered a developmental need while there were aspects classified as very highly complied or accomplished. Based on the summary table (Table 3H) for the teachers’ instructional competence, 6 out of 7 were rated very highly observed indicating high instructional competence for these 6 aspects. Nevertheless, one aspect which is Diversity of Learners was rated highly observed signifying requiring learning and development to bridge the gap. From the computations, it confirmed that difference of performance and competence is evident. The school heads play significant role in providing learning and development (L & D) program for teachers. In this case the L&D program should be centered on addressing diversity of learners in instructional aspects of the teachers.

The diversity of learners is not only to understand the situations of each of the learners but to execute the educative or learning process relevant to the needs of each learner. Hence, this aspect is not a standalone subject but also targeting aspects such as Content Knowledge and Pedagogy, Curriculum and Planning,

Assessment and Reporting, and Learning Environment. In the lesson execution, teachers need to master the Content Knowledge and Pedagogy so to have differentiated instructions for the diverse learners. Likewise, curriculum should be organized and modified if necessary to make the curriculum appropriate. Moreover, the assessment for learners should be diverse as learners learn in a variety of learning styles and should be tested differently to achieve confidence and to retain the learning longer. Furthermore, learning environment should be managed in such a way that learners become excited to attend the class daily and avoid dropouts. These were the things that made the teachers’ instructional competence significantly different.

E. Significant Relationship Between School Heads Supervisory Leadership Skills and Teachers’ Level of Competence

This study assumed that there is a significant relationship between the school heads’ supervisory leadership styles and the teachers’ competencies. Table 6 shows the Pearsons-r computations to determine the correlations of the two variables mentioned. Two (2) from 35 comparisons had significant relationships between the school heads’ supervisory leadership skills and the teachers’ instructional competence. The school heads’ job on Developing Self and Others had significant relationship with teachers’ Content Knowledge and Pedagogy with an r-value of -0.98 with a p-value of 0.00. Moreover, the school heads’ Developing Self and Others had significant relationship with teachers’ provision of Learning Environment with an r-value of -0.97 with a p-value of 0.01. This indicates that the study’s hypothesis is accepted but only related to the two correlations stated above. School heads’ tasks along the indicators of developing self and have more impact to the teacher standards of instructional competence along content, knowledge, and pedagogy; and learning environment.

Table 6 Relationship Between School Heads’ Level of Supervisory Leadership Style and Teachers’ Instructional Competence

DIMENSIONS		r	Int	p	In t
Leading Strategically	Content Knowledge and Pedagogy	-0.80	HC	0.11	NS
	Learning Environment	-0.73	HC	0.06	NS
	Diversity of Learners	-0.23	LC	0.71	NS
	Curriculum and Planning	-0.18	NC	0.77	NS
	Assessment and Reporting	0.42	MC	0.48	NS
	Community Linkage and Professional Engagement	-0.09	NC	0.89	NS
	Personal Growth and Professional Development	0.48	MC	0.41	NS
Managing School Operations	Content Knowledge and Pedagogy	-0.04	NC	0.95	NS
	Learning Environment	-	NC	0.9	N

		0.07		2	S
	Diversity of Learners	- 0.62	MC	0.2 7	N S
	Curriculum and Planning	- 0.27	LC	0.6 6	N S
	Assessment and Reporting	- 0.01	NC	0.9 8	N S
	Community Linkage and Professional Engagement	0.34	LC	0.5 8	N S
	Personal Growth and Professional Development	- 0.45	MC	0.4 4	N S
Focusing on Teaching and Learning	Content Knowledge and Pedagogy	0.20	NC	0.7 5	N S
	Learning Environment	0.29	LC	0.6 3	N S
	Diversity of Learners	- 0.30	LC	0.6 2	N S
	Curriculum and Planning	0.51	MC	0.3 8	N S
	Assessment and Reporting	- 0.73	HC	0.1 6	N S
	Community Linkage and Professional Engagement	- 0.05	NC	0.9 4	N S
	Personal Growth and Professional Development	- 0.07	NC	0.9 1	N S
Developing Self and Others	Content Knowledge and Pedagogy	- 0.98	VH C	0.0 0	S
	Learning Environment	- 0.97	VH C	0.0 1	S
	Diversity of Learners	- 0.69	MC	0.2 0	N S
	Curriculum and Planning	- 0.67	MC	0.2 2	N S
	Assessment and Reporting	0.71	HC	0.1 8	N S
	Community Linkage and Professional Engagement	0.20	NC	0.7 5	N S
	Personal Growth and Professional Development	0.17	NC	0.7 9	N S
Building Connections	Content Knowledge and Pedagogy	0.78	HC	0.1 2	N S
	Learning Environment	0.72	HC	0.1	N

				7	S
	Diversity of Learners	0.88	HC	0.05	N S
	Curriculum and Planning	0.41	MC	0.49	N S
	Assessment and Reporting	-0.79	HC	0.11	N S
	Community Linkage and Professional Engagement	-0.66	MC	0.23	N S
	Personal Growth and Professional Development	0.36	LC	0.55	N S

Legends:

R-value

Less than ±0.20

±0.20 to ±0.39

±0.40 to ±0.69

±0.70 to ±0.89

±0.90 to ±1.00

Interpretation

Negligible Correlation (NC)

Low Correlation (LC)

Moderate Correlation (MC)

High Correlation (HC)

Very High (Perfect) Correlation (VHC)

p-value

p>0.05

p<0.05

Interpretation

Not Significant

Significant

F. Significant Influence Between School Heads Supervisory Leadership Styles and Teachers' Level of Competence

This study believed that there is a significant influence between the school heads' supervisory leadership styles and the teachers' instructional competencies. Table 7 shows the coefficient of determination computations which indicates that the hypothesis is accepted. All the school heads' domains for leadership styles had impact with all the teachers' domains on instructional competence with varied degrees of influences from very weak to very strong.

Table 7 Influence of School Heads' Level of Supervisory Leadership Skills to the Teachers' Instructional Competence

DIMENSIONS		r	r ²	Int
Leading Strategically	Content Knowledge and Pedagogy	-0.80	63.50	S
	Learning Environment	-0.73	52.78	M
	Diversity of Learners	-0.23	5.27	V W
	Curriculum and Planning	-	3.22	V

		0.18		W
	Assessment and Reporting	0.42	17.5 1	V W
	Community Linkage & Professional Engagement	- 0.09	0.77	V W
	Personal Growth and Professional Development	0.48	23.4 9	V W
Managing School Operations	Content Knowledge and Pedagogy	- 0.04	0.14	V W
	Learning Environment	- 0.07	0.43	V W
	Diversity of Learners	- 0.62	37.9 9	W
	Curriculum and Planning	- 0.27	7.40	V W
	Assessment and Reporting	- 0.01	0.02	V W
	Community Linkage & Professional Engagement	0.34	11.3 4	V W
	Personal Growth and Professional Development	- 0.45	20.4 9	V W
Focusing on Teaching and Learning	Content Knowledge and Pedagogy	0.20	3.86	V W
	Learning Environment	0.29	8.66	V W
	Diversity of Learners	- 0.30	9.21	V W
	Curriculum and Planning	0.51	26.2 9	V W
	Assessment and Reporting	- 0.73	53.2 9	M
	Community Linkage & Professional Engagement	- 0.05	0.22	V W
	Personal Growth and Professional Development	- 0.07	0.47	V W
Developing Self and Others	Content Knowledge and Pedagogy	- 0.98	95.3 9	VS
	Learning Environment	- 0.97	94.5 3	VS
	Diversity of Learners	- 0.69	47.1 5	W
	Curriculum and Planning	-	44.9	W

		0.67	3	
	Assessment and Reporting	0.71	50.4 6	W
	Community Linkage & Professional Engagement	0.20	3.96	V W
	Personal Growth and Professional Development	0.17	2.73	V W
Building Connections	Content Knowledge and Pedagogy	0.78	60.3 4	M
	Learning Environment	0.72	51.1 8	M
	Diversity of Learners	0.88	77.9 2	S
	Curriculum and Planning	0.41	16.8 0	V W
	Assessment and Reporting	- 0.79	62.0 4	S
	Community Linkage & Professional Engagement	- 0.66	43.6 8	W
	Personal Growth and Professional Development	0.36	13.2 7	V W

Legend:

1-30%-very weak; 31-50%-weak; 51–60%-moderate; 61-90%-strong; 91-100%=very strong

G. School Development Plan to Improve School Heads’ Supervisory Leadership Styles and Teachers’ Instructional Competence

One aspect of the teachers’ instructional competence is needing program to enhanced their level, this was diversity of learner. A learning and development were organized. Teachers should be immersed to a short-term training to enhanced competence. Experts will be invited as resource speakers. The division inclusive education coordinator will be invited to validate the process.

Conclusions

This study concluded that the school heads level of supervisory leadership skills was described as very highly observed indicating very high compliance. The 6 domains of teachers’ instructional competence were described as very highly observed while 1 domain (diversity of learners) was recognized as highly observed. Overall, teachers had high completion of work described as very highly observed or excellence of work. The P-value is greater than 0.05 and signifies no significant relationship. Therefore, the hypothesis was rejected. The P-value was less than 0.05 signifying significant differences of the aspects measured. Therefore, the study’ hypothesis is accepted. This indicates that the study’s hypothesis is accepted but only related to the two correlations. School heads’ tasks along the indicators of developing self and others had more impact to the teacher standards of instructional competence along content, knowledge, and pedagogy; and learning environment. Only 4 out of 35 relationships had very

strong and strong influences of school heads' supervisory leadership styles to teachers' instructional competence.

Recommendations

This study recommends that the school heads had no further training needed, they should conduct a co-sharing of strategies and bench-marking of their best practices in order to maintain the current status of achievement. The teachers should be given learning and development program centered on improving domain 3 of the PPST or the diversity of learners. The school heads should be given reward and recognition to acknowledge their work and to motivate more to maintain the uniform work excellence on the 5 domains of the PPSH. The teachers should be provided learning and development program to the aspect needing improvement. The current leadership styles used by the school heads showed no relationships to the 33 relationships, hence, the school heads should adapt varied leadership styles to determine fitness to each of the domain. It indicates that supervisory leadership styles should be revised. The school heads should try other strategies as the current strategy does not received more strong and very strong influences. Improving such will create another correlations and influences. This suggests that school heads had no permanent leadership styles. The style of leadership depends on the type of people the organization has and the resources it contains.

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