

SUPERVISORY COMPETENCE AND INSTRUCTIONAL LEADERSHIP OF DEPED' SECONDARY SCHOOL HEADS ITS RELATION TO TEACHERS' PERFORMANCE

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Abstract:

The study was aimed to analyze the supervisory competence and instructional leadership skills of school heads in secondary schools of Eastern Visayas region. This dissertation was conducted purposively in three (3) provinces of Eastern Visayas under six (6) division offices of DepEd Region VIII namely: Borongan City Division, Eastern Samar Division, Catbalogan City Division, Samar Division, Leyte Division and Tacloban City Division. A total of 181 school heads and 181 teachers both Junior High and Senior High School were the participants. This study used the descriptive and correlational design that is deemed suitable as the study described profiles of school heads and the supervisory competence in terms of: learning environment, human resource development and management, and parents' involvement and community, and school leadership, management and operations at the same time validate its relation to teachers' performance. Stratified random sampling technique was used and the number of respondents was determined using the Slovin's formula. Proportional sampling was also utilized to determine the proportional allocation of each school. Necessary data were gathered through an adapted and adopted questionnaires via in person modality. The level of significance was set at .05 for rejecting and accepting the null hypothesis. Results of the study revealed that the variables age, number of years of experience as head, monthly income, and position revealed no significant relationship to with supervisory competence with the p-values .635, .443, .371, .259. and .008 respectively which are greater than the .05 level of significance. On the other hand, educational attainment is statistically significant to supervisory competence of public secondary school heads in the Eastern Visayas region. Hence, the null hypothesis stating that there is no significant relationship between the socio-demographic profile and supervisory competence of secondary public secondary school heads cannot be rejected. Analysis to test the association between supervisory competence of public secondary school heads and the level of teachers' performance based on their IPCR and Self-efficacy was done. As presented, the supervisory competence of school heads revealed no significant relationship with the teachers' performance based on the IPCR with a p-value of .108 which is greater than the level of significance set at .05. Further, supervisory competence is statistically associated to self-efficacy of teachers ($p=.001$). Hence, the null hypothesis stating that there is no significant relationship between the supervisory competence of school heads and teachers' performance is rejected in terms of their self-efficacy.

Keywords: *Supervisory Competence, Instructional Leadership, Teachers' Performance, Instructional Supervision*

INTRODUCTION

The unprecedented task of school leaders in the country has become more challenging and has received great deal of attention in the field. In the current era of high-stakes education reform and with the COVID-19 pandemic has impacted schools across the nation, the performance of public secondary school heads or principals is often under intense scrutiny from policymakers, schools division offices, schools districts, and the general public.

The performance of schools is often evaluated based on teachers teaching performance, as stated by Johnston, Kaufman, and Thompson (2016), with student- achievements and growth indicators, showing that school heads or principals can play a key role in support of teaching performance and student success, primarily through their impact on teachers' instruction. It should come as no surprise that many schools seek to develop stronger corps of school leaders. As the role of school leaders lie in the instructional leadership skill which involves activities in the management of an educational system, it is also through supervision which anchored on the guidance of an expert or a more experienced person. In fact, it is usually related with continuous improvement and sustainable development in the classroom instructions.

The principal being the head of the school must have a robust platform in leading and managing the educational facility. Instructional leadership and supervisory competence of school leaders are essential components that would make or break an educational system. Glickman, Gordon, & Ross-Gordon (2001), exemplified that the quality of the school heads/principals and the main function of the instructional supervision in the educational system in coming up with an effective and efficient educational action based from individual actions of instructional effectiveness. It is a known fact that instructions among innumerable fields play important role in the growth and development of the institution especially in any academic settings. The principal acts as the instructional supervisor and at the same time evaluate the faculty members for teaching effectiveness. The role of supervision in instructional leadership is largely managing the curriculum and instructions of an educational facility, Marks and Printy (2003) and it does not only pertain to its aforementioned function, nevertheless, as a supervisor, looks the organization, both faculty members and students, as a whole or as a system.

The Philippines, in response to the call for reforms in its educational system, has implemented its biggest leap in reform—the K to 12 Basic Education Program. The development aimed at preparing not only the learners but also the teachers in a global perspective of the educational arena. Teachers are trained to be practical, technical and dynamic in teaching the lesson through its contextualized content, while learners are actively engaged and share responsibilities for developing life-long learning, Jimenez (2020). As such, the bedrock of nation's socio-economic, cultural religious and political development is education. However, all the various levels of education: early childhood, pre-primary, primary, basic, secondary and including the tertiary educational institutions, must be properly administered and managed in order to produce effective teachers, teaching staff and vibrant students that will contribute effectively towards national development. In effect due to global pandemic, DepEd Region VIII released a Regional Memorandum no. 367 s. 2020 regarding the Enhancement of the Monitoring and Supervision for School Heads (SHs) and Teachers in respond to the challenge of establishing an adaptable and workable system for monitoring and supervision to align the Learning Continuity Plan.

As teaching deemed to be the noblest of all professions, requires innovations and techniques to make the approach individualized and more learner-centered Robinson (2009). It is important to acquire skills and strategies relevant to every learner and learning area. One motivation for gaining the high level of teaching performance and the appropriate competency level is the positive effect it brings not only on the performance of a teacher but also on his/her well-being, Wahyudi (2018). It is believed that the improvement of schools would not be accomplished without improving teacher's education. The quality of teacher's education is determined by the provision of adequate supervision support from supervisors. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different level education officials to implement school based instructional supervision program effectively.

PROBLEM STATEMENT AND RESEARCH QUESTIONS

The purpose of the study is to evaluate the supervisory competence and instructional leadership of depeds' secondary school heads and its relation to teachers' performance. Specifically, this dissertation seeks answers to the following questions:

1. What is the socio-demographic profile of depeds' secondary school heads in Eastern Visayas in terms of:
 - 1.1 age;
 - 1.2 number of years of experience as school head;
 - 1.3 monthly income,
 - 1.4. administrative position, and
 - 1.5 educational attainment?
2. What are the levels of the supervisory competence of depeds' secondary school heads in terms of:
 - 2.1 learning environment;
 - 2.2 human resource development and management;
 - 2.3 parent's involvement and community partnership; and
 - 2.4 school leadership, management and operations?
3. What are the levels of instructional leadership of depeds' secondary school heads in terms of being a:
 - 3.1 resource provider;

- 3.1 instructional resource;
- 3.2 communicator; and
- 3.3 visible leader?
4. What is the level of teachers' performance in terms of:
 - 4.1 Individual Performance Commitment Review Form; and
 - 4.2 self-efficacy?
5. Is there a significant relationship between socio-demographic profile and the supervisory competence?
6. Is there a significant relationship between supervisory competence of de secondary school heads and teachers' performance?

LITERATURE REVIEW

Concept of Instructional Leadership and Supervision

Supervision has gone through many changes caused by the political, social, religious and industrial forces. It is an interactive process that depends on the source of supervision- the supervisor and the teacher. But, this new concept is derived from the three drivers of instructional leadership and supervision namely transformational leadership, instructional leadership, and integrated development model (IDM). This concept is called Transforming Organization through Instructional Leadership and Supervision (TOILS). TOILS is designed not only for academia, nevertheless, all sort of field will be benefitting with this concept of leadership and supervision. It aims to transform the organization according to its vision, missions, goal and objectives through utilizing the aforementioned drivers of instructional leadership and supervision. This concept has three main components: supervisor, faculty members and students. The supervisor, a principal or the head of the department, plays a vital role in this process. He acts as the catalyst for transformation particularly leading into achievement of growth and development when it comes to teaching and learning as well as the professional endeavors of the faculty members and students. Through utilization of instructional leadership and integrated development model of supervision, the supervisor role is to act as the instructional supervisor to his subordinates particularly those who just entered the educational facility, Salvador and Salvador (2016).

On School Leaders Instructional Leadership

Instructional leadership is notable for its connection with the management in educational system. Zepeda (2003) stated that instructional leadership is a critical aspect in maintaining, sustaining, and developing the educational facilities. Instructional leaders, principals', should have a clear vision of the what would be the school should be accomplishing and achieving for specific period of time in terms of teaching and learning effectiveness, teachers and student's development and maintaining good relationship with the stakeholders and community. Asian principals used instructional leadership as tools in learning, developing moral values and developing professional and personal aspects of each person in the educational facility. Instructional leadership, likewise, sets standard roles of the principal such as: (1) commitment for student's development (2) shared leadership, (3) supervisory leadership, and (4) continuous professional development for all Sharma, (2012)

Shared Instructional Leadership

There is considerable evidence that supports the idea the instructional leadership is more effective when it is shared among teachers and school leaders. Day, et al., (2011); Hallam, Smith, Hite, Hite, & Wilcox, (2015); Louis and Wahlstrom (2012) claimed 'leadership practices targeted directly at improving instruction have significant effects on teachers working relationships and indirectly on student achievement' and that when principals and teachers share leadership, teachers' working relationships are stronger and student achievement is higher. The effect occurs 'largely because effective leadership strengthens professional community, a special environment within which teachers work together to improve the educational system. Instructional leadership is a blend of several tasks, such as supervision of classroom instruction, staff development, and curriculum development. Furthermore, Hallinger (2008) and Heck (1996) cited three dimensions of instructional leadership, namely, defining the school mission, managing the instructional programs, and promoting a positive school learning climate.

Practices and Challenges of Instructional Leadership and Supervision

Assessing the practices and challenges of instructional supervision is important in implementing successful supervision. Madziyire (2013) quotes Marks, (2008) who contend that in quite a number of schools due to shortage of trained teachers, inexperienced teachers have been placed in supervisory roles. If teachers are not able to increase student participation in the classroom then teachers' teaching effectiveness is worrisome. Hence, proper efforts need to be made to strengthen the supervisory implementation method through confidence elements in the supervisors and supervisor support towards teaching in order to produce excellent teachers and good teaching competencies in the classroom. To Glewwe (2003), the performance of teachers could not only cripple the education system, but also would send "poor performers" to the real world in employment. But some of the teachers' unions would argue that "poor performance" should not be judged solely on exam scores by the students but the overall effectiveness of the performance.

On Teachers' Teaching Performance

Teachers' competence is very significant. The better the competency of teachers in the form of knowledge, skills, and attitudes or the better performance of teachers have the form: demonstrated ability in planning quality learning,

demonstrated ability in conducting teaching and learning quality, the ability to implement educational assessment using the proper technique and use it for various purposes, teacher professionalism quality of appropriate behavior, curriculum implementation, implementation of self-development, and the achievement of teachers and learners are teachers who have the competencies required to perform the task of education and teaching.

Emotional Quotient, Work Attitude and Motivation of Teachers

The teacher, aside from the challenges he/she faces in everyday work, the rigors of student management and the mountain of paperwork, is also confronted with the task to be emotionally matured, exhibit positive work habits, and display high teaching performance. Naqvi, et al., (2016) as used by Jimenez (2020) argued that emotional intelligence has a strong relationship with performance. Teachers are professionals, and pre-service trainings and workshops had equipped them with the necessary skills to teach. Yet, with the advancement of science and technology, there is a great need for them to acquire competence in the use of modern equipment to enhance their teaching skills. As such, the government's endeavors for achieving creativity should include increasing flexibility in the national curriculum, developing teachers' creativity by improving teacher education, and establishing support systems such as online information websites and teaching and learning materials, So et al., (2017).

Job Satisfaction and the Teacher Development

Job satisfaction is a person's general attitude towards work which shows the difference between the number of awards received by workers and the amount they believe they should receive. Job satisfaction is a positive or negative attitude by the individual to their work. The notion of performance nearly equal to job performance is a comparison between the results of actual work with labor standards set. In this case the performance is more focused on the work.

METHODOLOGY

The study used the descriptive and correlational design. This design is deemed suitable as the study described profiles of school heads and the supervisory competence in terms of: learning environment, human resource development and management, and parents' involvement and community, and school leadership, management and operations lifted from the Office Performance Commitment and Review (OPCR) of school heads and establish a possible association between and among variables used in the study. This dissertation conducted in the three (3) purposively selected provinces in the region, namely Eastern Samar, Leyte and Samar. Particularly, the respondents are the school heads and the secondary teachers among the public secondary schools of the six (6) divisions namely: Borongan City Division, Eastern Samar Division, Leyte Division, Tacloban City Division, Catbalogan City Division and Samar Division. The respondents of the study were all school heads of the three (3) identified provinces in Eastern Visayas. All that led in public secondary schools in the identified provinces were included as respondents. Likewise, the secondary teachers both Junior High and Senior High School of the different positions among the six (6) schools division in Eastern Visayas involved in this study. In this study, the stratified random sampling technique was used. The number of respondents was determined using the Slovin's formula. Proportional sampling was utilized to determine the proportional allocation of each school.

RESULTS AND DISCUSSION

Table 1. Distribution of Respondents of Secondary School Heads and Teachers

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Province/DIVISION	No. of Respondents							
	Heads				Teachers			
	N	s	Junior High	Senior High	N	s(JH)	s(SH)	Total
Eastern Samar								
Borongan City Division	7	3	152	96	248	2	1	3
Eastern Samar division	55	28	297	217	514	16	12	28
Leyte								
Leyte division	162	84	341	315	656	44	40	84
Tacloban City Division	19	10	254	152	406	6	4	10
Samar								
Catbalogan City Division	8	4	192	104	296	3	1	4
Samar Division	102	52	326	226	552	31	21	52
Total	355	181	1,562	1,110	2,672	102	79	181

Table 2. Distribution of Respondents' Profile Characteristics

Variables	Frequency n=181	Percent
Age		
Young adults (20-39 years old)	34	18.8
Middle-aged adults (40-59 years old)	140	77.3
Old adults (60 above)	7	3.9
No. of years of experience as school head		
Below 1 year	22	12.2
1-5 years	51	28.2
6-10 years	67	37.0
11-15 years	22	12.2
16-20 years	16	8.8
21-25 years	1	.6
26-30 years	1	.6
40 years and above	1	.6
Monthly income		
Upper middle income (Between ₱63,700 to ₱109,200)	32	17.7
Middle class (Between ₱36,400 to ₱63,700)	101	55.8
Lower middle class (Between ₱18,200 to ₱36,400)	48	26.5
Position		
Academic Head	20	11.0
Unit Head	1	.6
School-in-Charge	1	.6
Head Teacher 1	26	14.4
Head Teacher 2	6	3.3
Head Teacher 3	24	13.3
Head Teacher 4	2	1.1
Principal 1	51	28.2
Principal 2	20	11.0
Principal 3	13	7.2
Principal 4	17	9.4
Educational Attainment		
Bachelor's Degree	1	.6
Master's Degree with Units	65	35.9
Master's Degree	54	29.8
Doctoral Degree with Units	29	16.0
Doctoral Degree	32	17.7

Age Profile

Table 2 shows the age profile of DepEd's secondary school heads of Eastern Visayas region. Eighteen-point eight percent (18.8%) are school heads as *young adults* from twenty (20) to thirty-nine (39) years old. Seventy-seven-point three percent (77.3%) are school heads as *middle-aged adults* from forty (40) to fifty-nine (59) years old. While, three-point nine percent (3.9%) are school heads as *old adults* which range from sixty (60) years old and above.

No. of Years of Experience as School Head

It reveals the number of teaching experience of DepEd's secondary schools' heads in the Eastern Visayas region. Twelve-point two percent (12.2%) are school heads below one (1) year teaching experience. Twenty-eight-point two percent (28.2%) are school heads ranged from one (1) to five (5) years teaching experience. Thirty-seven-point zero percent (37.0%) are school heads which ranged from six (6) to ten (10) years of teaching experience. Twelve point two percent (12.2%) are school heads rendered eleven (11) to fifteen (15) years of teaching experience. Eight point eight percent (8.8%) are school heads with sixteen (16) to twenty (20) years of teaching experience. Moreover, point six percent (0.6%) are school heads who have rendered twenty-one (21) to twenty-five (25), twenty-six (26) to thirty (30), and forty years and above of teaching experience.

Monthly Income

It tells the monthly income and description of the School Heads of the Eastern Visayas region. It is shown that seventeen-point seven percent (17.7%) are on the *upper middle income* which has monthly net between thirty-six thousand and four hundred pesos (P36,400.00) to one hundred nine thousand and two-hundred pesos (P109,200.00). Fifty-five-point eight

percent (55.8%) are on the *middle class* which has monthly net between thirty-six thousand pesos (P36,400.00) to sixty-three thousand pesos and seven hundred pesos (P63,700.00). Twenty-six-point five percent (26.5%) are on the *lower middle class* which has monthly net between eighteen thousand and two hundred pesos (P18,200.00) up to thirty-six thousand and four hundred pesos (36,400.00) ranged. While, zero percent (0%) of the School Head respondents under *rich* (P182, 000 and up), *high income but not rich* (P109,200 to P182,000), *low income but not poor* (P9,100 to P18,200) and *poor* (lessthan P9,100) ranged.

Position

It shows the administrative positions of the DepEd’s secondary school heads in Eastern Visayas region. Eleven percent (11%) is composed both of the Academic Head and Principal 2 position. Fourteen point four percent (14.4%) is comprised of Head Teacher 1. Three point three percent (3.3%) is leveled to Head Teacher 2. Thirteen point three percent (13.3%) is constituted to Head Teacher 3. One point one percent (1.1%) is involved to Head Teacher 4. Twenty eight point two percent (28.2%) is composed of Principal 1. Seven point two percent (7.2%) is clinched to Principal 3. Nine point four percent (9.4%) included Principal 4. Since, point six percent (0.6%) both entailed to Unit Head and School In charge. However, Master Teacher 1 and 2 are zero percent (0%) for both post as respondents.

Educational Attainment

It presents the educational attainment of the DepEd’s secondary schoolheads of Eastern Visayas region. Point six percent (0.6%) school heads attained Bachelor’s Degree, thirty five point nine percent (35.9%) have Master’s Degree with units, twenty nine point eight percent (29.8%) have Master’s Degree, sixteen percent (16%) have Doctoral Degree with units and seventeen point seven percent (17.7%) attained Doctoral Degree, respectively.

Table 3. Level of Supervisory Competence in Terms of Learning Environment

Statement	Mean	Interpretation
Has adhered to Child-Friendly environmentstandards and programs.	5.00	Always
Has prepared the school during the Brigada Eskwela and Oplan Balik Eskwela period.	4.70	Often
Has institutionalized child protection mechanism and processes (per DepEdOrder No. 40, s. 2012).	4.70	Often
Has provide ICT facilities/workshop rooms aslearning support system.	4.86	Often
Has a clear DRRM mobilization plan.	4.70	Often
Has evaluated the school plant, physical facilities fitness, safety and sufficiency withthe assistance of specialists.	4.70	Often
Has implemented environmental education programs such as but not limited to: eco- friendly, child-friendly, drug-free, smoke free, zone of peace, hazard free and WINS program.	4.71	Often
Grand Mean	4.77	Often

This encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts. It also includes human behavioral and cultural dimensions, including the vital role of emotion in learning, and it requires school heads to examine and sometimes rethink the role of teachers and students. School heads need to put their professional knowledge intoactions to create, support, and improve the learning environment in schools andinstructional leadership is a key responsibility. Generally, data revealed in table 3 thatthe level of supervisory competence in terms of learning environment that all theindicators are “often” practiced by 181 school heads in all six divisions of Eastern Visayas region.

Table 4. Level of Supervisory Competence in Terms of Human Resource Development and Management

Statement	Mean	Interpretation
Has conducted at least three (3) school-basedtrainings with approved training designs.	4.97	Often
Has observed 100% punctuality and in all schoolrelated activities.	4.20	Often
Has conducted at least 10 conferences/staffmeetings with teachers.	5.00	Always
Has initiated and compiled teacher’s professionaldocuments in portfolios.	4.58	Often
Has rated all school and personnel performanceand recommended for promotion.	4.99	Often
Has conducted at least (1) year action research fora year based on academic and non-academic factors affecting learning progress with 100% implementation of the intervention.	4.67	Often
Grand Mean	4.74	Often

One of the key roles of school heads is to develop, support and implement an organization that is responsive to aspirations of the organization to support teachers with the implementation and management of an efficient and effective training,

provide technical assistance and a holistic development system towards improved professional competencies and organizational performance in the delivery of services in school. “*DepEd is well on its way towards Competency-based Human Resource Management. It is not an easy journey, but we are definitely moving to the right direction*”, Pantoja (2022). The data in table four (4) reveal that the school heads of the six divisions offices of Eastern Visayas region “often” practiced in terms of the level of supervisory competence under human resource development and management. Moreover, school heads reveal one (1) indicator that are “always” practiced such as indicator three (3), respectively.

Table 5. Level of Supervisory Competence in Terms of Parent Involvement and Community Partnership

Statement	Mean	Interpretation
Has conducted quarterly GPTA meetings within a school-year.	4.99	Often
Has conducted a General Assembly and SOSA within a School Year.	4.71	Often
Has generated a 100% support from stakeholders in all school programs and projects.	4.99	Often
Has led in the preparation of SIP/AIP and ensures participation of stakeholders.	4.70	Often
Has designed programs with stakeholders to address school needs.	4.70	Often
Has formulated school policies and promoted school discipline with stakeholders	4.94	Often
Harnessed participation of alumni and other organizations (NGOs), LGUs, PPP)	4.64	Often
Has promoted welfare and recognized accomplishment of stakeholders.	4.93	Often
Has generated school funds in cooperation with the stakeholders.	4.65	Often
Grand Mean	4.80	Often

The National Center on Safe Supportive Learning Environment (NCSSLE) on the year 2023 emphasized that family school-community partnerships are a shared responsibility and reciprocal process whereby schools and the community engage families in meaningful and culturally appropriate ways. Partnerships are essential for helping students achieve at their maximum potential and while parent and community involvement has always been a cornerstone of schools, greater recognition and support is needed. The data in table five (5) on the level of supervisory competence in terms of parent involvement and community partnership tells that all the indicators are “often” practiced by 181 school heads of the six division offices of Eastern Visayas region.

Table 6. Level of Supervisory Competence in Terms of School Leadership, Management and Operations

Statement	Mean	Interpretation
Has submitted accurate financial liquidation on time.	4.93	Often
Has submitted all accurate required reports on time such as but not limited to: School Instructional Supervisory report (SISAR).	4.66	Often
Has managed to save 75% PARDO/SARDO.	4.93	Often
Has decreased at least 75% failure rate for the school year from the previous year.	4.60	Often
Assigned teachers as in-charge of ancillary services with school Special Order such as but not limited to: (<i>Clinic teacher, School EMIS coordinator, School property Custodian, Physical Facilities Coordinator, Reading Coordinator, ICT Coordinator, GPP Coordinator, School Paper Adviser, SPG Adviser, Others.</i>)	4.66	Often
Has provided at least 10% financial assistance from MOOE to teachers for the purchase of materials to be used in IMs construction.	4.94	Often
Has tapped the services of at least three (3) Master teachers quarterly on their field of expertise such as; Coaching/mentoring, Resource Speaker, Demonstration Teacher.	4.63	Often
Has organized functional school grievance committee.	4.64	Often
Has organized functional Child Protection Policy.	4.93	Often
Has improved/sustained SBM level of practice.	4.65	Often
Grand Mean	4.76	Often

School leaders establish great teaching practices. They can harness the talents and motivations of teachers, students and parents; develop inclusive and inspiring learning cultures for the whole school and provide intensive, individualized and sustainable teacher training as stated by OECD 2019. In PPSSHS domain 2, explained that of school heads' commitment in ensuring efficiency, effectiveness, and fairness in discharging functions towards maximizing organizational health. The table six (6) on the level of supervisory competence in terms of school management and operations tells that all the indicators are "often" practiced by 181 school heads of the six division offices of Eastern Visayas region.

Table 7. Summary of the Level of Supervisory Competence of DepEd's Secondary School Heads in Eastern Visayas.

Statement	Grand Mean	Interpretation
Learning Environment	4.77	Often
Human Resource Development and Management	4.74	Often
Parent's Involvement and Community Partnership	4.80	Often
School Leadership, Management and Operations	4.76	Often
Overall Mean	4.77	Often

It is evident in the summary of the level of supervisory competence of public secondary school heads in the Eastern Visayas region that all indicators are "often" practiced by 181 respondent school heads. Four point seventy-seven percent (4.77) is the grand mean under learning environment, four point seventy four percent (4.74%) for human resource development and management, four point eighty percent (4.80%) and four point seventy six percent (4.76%) for school leadership, management and operations. The over-all grand mean reached to four point seventy-seven percent (4.77%) as "often" practiced by school heads.

Table 8. Level of Instructional Leadership of School Heads As a Resource Provider

Statement	Mean	Interpretation
Updates teachers about the current research and practices through presentations or e-mails.	4.90	Often
Helps find alternative teaching materials to provide additional practice with the particular skills.	4.94	Often
Keeps herself abreast of numerous changes and resources in education to provide opportunities for teachers to come up with instructional innovations.	4.93	Often
Fosters team building and collaboration to improve instruction.	4.94	Often
Assists teachers in accessing and using professional resources in order to select appropriate strategies to improve student learning.	4.94	Often
Recommends, orders or authorizes purchase of instructional materials, supplies, equipment and visual aids designed to meet student educational needs.	4.99	Often
Ensures that teachers have materials necessary for the successful execution of their jobs.	5.00	Always
Often employs a variety of communication and dissemination skills to share information and resources including school-based trainings to help improve the performance of teachers.	4.99	Often
Inspects instructional equipment to determine if repairs are needed.	4.98	Often
Helps teachers share their best practices in teaching and classroom instruction.	4.99	Often
Grand Mean	4.96	Often

As Resource Provider

Table eight (8) presents the instructional leadership skill of public secondary school heads in Eastern Visayas region as a resource provider. It can be observed from the table that the grand mean of this specific skill is 4.96 which can be interpreted as Often. This simply provides the idea that the school heads are personally convinced that they "often" perform their duties in the school in terms of being a resource provider. Among all the indicators, the *Ensures that teachers have materials necessary for the successful execution of their jobs* garnered the highest weighted mean of (five) 5.00, which is interpreted as Always. the *Updates teachers about the current research and practices through presentations or e-mails* got the lowest mean of four point ninety (4.90) but at the same interpreted as Often. On the other hand, Daing (2017) emphasized that it is relatively significant that school heads know and understand their role as a resource in enhancing instructional effectiveness. He provided an example that if some students are not able to read and write with appropriate level, the instructional leader should do something to ease the problem by providing teachers instructional methods and one of which is allocating instructional resources and materials. The role of school administrators as

instructional leaders in terms of being resource providers is unique in the *terra firma* of teaching because it is directly linked to students, teachers, curricular offerings and learning-teaching processes and procedures.

Table 9. Level of Instructional Leadership in As Instructional Resource

Statement	Mean	Interpretation
Conducts or participates in workshops, committees and conferences designed to promote the intellectual, social and physical welfare of students.	4.99	Often
Evaluates the effectiveness of instructional programs of the school and applying remedial actions in areas requiring remediation.	4.98	Often
Facilitates professional learning among colleagues for the improvement of instruction.	4.98	Often
Works with colleagues to collect, analyze and disseminate data related to the quality of professional learning and its effect on teaching and student learning.	4.99	Often
Develops test, questionnaires and conduct procedures that measure the effectiveness of curricula and use these tools to determine whether program objectives are being met.	4.98	Often
Plans or conduct teacher training programs and conferences dealing with new classroom procedure, instructional materials and equipment and teaching aids.	4.99	Often
Observes work of teaching staff to evaluate performance and recommend changes that could strengthen teaching skills.	4.97	Often
Assists teachers in classroom organization and management.	4.99	Often
Helps teachers in interpreting tests results to assess each learner's abilities and performance.	4.97	Often
Shares knowledge and skills professionally and help identify powerful instructional strategies and effective elements of lesson plans for effective teaching and learning process.	4.98	Often
Grand Mean	4.98	Often

Table nine (9) depicts the items of the levels of instructional leadership skills in Eastern Visayas region in terms of as an instructional resource. All of the items in the category obtained is interpreted as "Often". This only proves that the school heads dutifully perform their tasks in engaging teachers to workshops, seminars and conferences for the betterment of the students. Moreover, they impart knowledge and professional skills to help identify powerful instructional strategies to ascertain efficient and effective teaching and learning procedures. The school administrators' constant coaching and mentoring programs with their teachers really help their teachers improve their skills and harness in expertise and knowledge in the field to address curricular expectations and student learning needs as revealed in their responses to the given questions. This only means further that today's school heads prefer to give leadership towards others and to give them guidance and supervision all the way rather than making direct suggestions and being an imposed authority.

Table 10. Level of Instructional Leadership of School Heads as a Communicator

Statement	Mean	Interpretation
Models effective skills in listening, presenting ideas, leading discussions, clarifying and identifying the needs of self and others in order to advance shared goals.	4.99	Often
Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.	4.99	Often
Holds meetings to discuss instructional concerns of the school.	5.00	Always
Organizes information and ideas to be discuss during meetings.	4.99	Often
Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning and solutions to identified issues.	5.00	Always
Motivates teachers to work cooperatively to promote changes in instructional practices to improve learning.	4.99	Often
Collaborates with teachers in the design and formulation of instructional objectives to improve educational practice and student learning.	4.99	Often
Leads formal and informal group discussions.	4.99	Often
Serves as a team leader to harness the skills, expertise and Knowledge of colleagues to address curricular expectations and student learning needs.	4.99	Often
Shows collegiality with teachers, non-teaching staff, and parents.	4.94	Often

Grand Mean	4.99	Often
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Manifested in table ten (10) is the level of instructional leadership skill of school heads in Eastern Visayas region as a communicator. Item Nos. three (3) and five (5) of the indicators that reads, *holds meetings to discuss instructional concerns of the school and Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning and solutions to identified issues* obtained the same weighted mean of five (5.00) as both interpreted as “Often”. This reveals that the school heads are very serious in setting an atmosphere that allows trust and reflection to rule over the organization. With this, their teachers are very much involved in intellectually-stimulating conversation issues that do not cease in looking for possible solutions to address challenges and identified issues. Daing (2017) cited Bosman (2010) who stressed that acknowledging information that has to be imparted to the organization and finding ways on how to share individual knowledge and expertise are essential in making an organization successful.

Table 11. Level of Instructional Leadership of School Heads Being a Visible Leader

Statement	Mean	Interpretation
Participates in in-service activities related to his/her duties.	4.93	Often
Arrives punctuality to work, programs and meetings.	4.94	Often
Attends meetings with the principal to share and discuss matters related to instructional concerns.	4.99	Often
Participates in joint parent-teacher meetings as agreed upon with the classroom/subject teacher.	4.99	Often
Provides accessibility with teachers to discuss matters affecting curriculum and instruction.	5.00	Always
Attends and/or participates in any activity organized by the learners or teachers.	4.95	Often
Gives positive feedback to teachers regarding their behavior and performance.	4.96	Often
Mediates and interacts in a parent conference when appropriate, especially if it involves a complaint about teachers.	4.96	Often
Acknowledges quality of output in teachers’ and students’ activities such as convocations, organizational meetings, and others.	4.97	Often
Makes himself/herself available for meetings and/or appointments with learners, teachers, parents, and stakeholders.	4.98	Often
Grand Mean	4.97	Often

Table eleven (11) shows the instructional leadership skills of school heads in Eastern Visayas region in terms of being visible in the academic field. The table has a grand mean of four point ninety seven (4.97), which has a qualitative description of Often. This establishes the fact that the school administrators make themselves available whenever the teachers, students or parents need them. They also conveyed that they make themselves visibly present in school and actively participate in any activity of the school. Of the ten indicators of this last category, the item *Provides accessibility with teachers to discuss matters affecting curriculum and instruction* had an average mean of 5.00 and interpreted as Always while the item *Participates in-service activities related to his/her duties* got the lowest four point ninety three (4.93) mean but the result is interpreted as Often.

Table 12. Summary of the Level of Instructional Leadership of Public Secondary School Heads in Eastern Visayas

Statement	Grand Mean	Interpretation
Resource Provider	4.96	Often
Instructional Resource	4.98	Often
Communicator	4.99	Often
Visible Leader	4.97	Often
Overall Mean	4.98	Often

It is stated in the summary above of the level of instructional leadership of public secondary school heads in the Eastern Visayas region that all indicators are “often” practiced by 181 respondent school heads. Four point ninety-six percent (4.96%) is the grand mean under resource provider, four point ninety-eight percent (4.98%) for instructional resource, four point ninety nine percent (4.99%) for communicator and four point ninety seven percent (4.97%) for visible leader. The over-all grand mean reached to four point ninety-eight percent (4.98%) as “often” practiced by school heads.

Table 13. Frequency Distribution of Teachers’ Performance in Terms of IPCR

Range	Frequency n=181	Percent
8.60-10.00 Outstanding	81	44.8

6.60-8.59 Very Satisfactory	100	55.2
4.60-6.59 Satisfactory	0	0
3.60-4.59 Unsatisfactory	0	0
2.50 Below Poor	0	0

Table 13 shows the teachers' performance of both public Junior High and Senior High Schools in the six divisions of Eastern Visayas region using the Individual Performance Commitment and Review Form for the academic year 2021-2022. It can be gleaned from the table that out of 181 teachers, 100 of them are rated Very Satisfactory. This has an equivalent percentage of 55.2%. Conversely, 81 teachers are given Outstanding rating, which has 44.8% equivalent. The data provide a clear explanation that teachers, in general, have very satisfactory teaching performance utilizing the Individual Performance Commitment and Review Form. There are no teachers rated Satisfactory, Unsatisfactory and Below Poor, respectively.

Table 14. Level of Teachers' Performance in Terms of Self-Efficacy as Indicated by Student Engagement

Statement	Mean	Interpretation
How much can you do to get through to the most difficult students?	8.61	Quite a Bit
How much can you do to help your students think critically?	8.70	Quite a Bit
How much can you do to motivate students who show low interest in school work?	8.72	Quite a Bit
How much can you do to get students to believe they can do well in school work?	8.72	Quite a Bit
How much can you do to help your students value learning?	8.61	Quite a Bit
How much can you do to foster student creativity?	8.89	Quite a Bit
How much can you do to improve the understanding of a student who is failing?	8.49	Quite a Bit
How much can you assist families in helping their children do well in school?	8.60	Quite a Bit
Grand Mean	8.67	Quite a Bit

Table 14 exposes the teacher's efficacy in Eastern Visayas region in terms of student engagement. Efficacy in student engagement pertains to the teacher's potentialities of reaching our students and stimulating them to learn. The data show that the grand mean of this specific category is eight point sixty seven (8.67) and interpreted Quite A Bit. The highest mean among the indicators in the TSES items is, *How much can you do to foster student creativity?* with a total mean of eight point eighty nine (8.89). These can be interpreted that the teachers are motivated to make their students believe that they can perform their school work very well. This is in consonance to Warren and Hale's (2016) work citing Warren (2013a, 2013b) who recommended that teachers should be mindful of their thoughts and the impact their efficacy beliefs have on classroom performances and in the individual outputs of the students. When teachers are able to motivate students and the students in return perform well, students' success has been promoted. On the contrary, the items that got the lowest mean only prove that perhaps teachers really have hard time dealing with the most difficult students and in helping them think critically.

Table 15. Level of Teachers' Performance in Terms of Self-Efficacy as Indicated by Instructional Strategies

Statement	Mean	Interpretation
How much can you do to get through to the most difficult students?	8.67	Quite a Bit
How much can you do to help your students think critically?	8.79	Quite a Bit
How much can you do to motivate students who show low interest in school work?	8.91	Quite a Bit
How much can you do to get students to believe they can do well in school work?	8.91	Quite a Bit
How much can you do to help your students value learning?	8.91	Quite a Bit
How much can you do to foster student creativity?	8.91	Quite a Bit
How much can you do to improve the understanding of a student who is failing?	8.60	Quite a Bit
How much can you assist families in helping their children do well in school?	8.60	Quite a Bit
Grand Mean	8.79	Quite a Bit

Table 15 depicts the levels of teacher's performance in terms of self-efficacy as indicated by instructional strategies. Efficacy in instructional strategies is demonstrated in the ability of the teacher to implement differentiated teaching strategies to support their students to think critically which motivates them to learn more. The data portray a grand mean of eight point seventy nine (8.79) which is interpreted as Quite A Bit. The indicators, *How much can you do to motivate students who show low interest in school work? How much can you do to gets students to believe they can do well in school work? How much can you do to help your students value learning? How much can you do to foster student creativity?* obtained the highest mean which is eight point ninety one (8.91) and interpreted as Quite A Bit. This gives us a clear explanation that the teachers themselves provide choices for explanation or give sufficient examples to make students understand a concept or an idea. In addition, the item refers to the special skill a teacher should manifest in supplementing their lessons with alternatives in instructions to fit each student's unique needs and abilities. However, the items *How much can you do to improve the understanding of a student who is failing? and How much can you assist families in helping their children do well in school?* got the lowest scores of both eight point sixty (8.60) and interpreted as Quite a Bit. It can be inferred that teacher must design, devise, and implement effective and efficient instructional strategies and measurements to assess the students' comprehension of the lessons taught. These instructional tools will definitely increase retention of the lessons especially those who are academically-challenged.

Table 16. Level of Teachers' Performance in Terms of Self-Efficacy as Indicated by Classroom Management

Statement	Mean	Interpretation
How much can you do to control disruptive behavior in the classroom?	9.04	A Great deal
To what extent can you make your expectations clear about students behavior?	9.02	A Great Deal
How well can you establish routines to keep activities running smoothly?	9.03	A Great Deal
How much can you do to get learners to follow classroom rules?	9.02	A Great Deal
How much can you do to calm a student who is disruptive or noisy?	8.79	Quite a Bit
How well can you establish a classroom management system with each group of students?	8.79	Quite a Bit
How well can you keep a few problem students from ruining an entire lesson?	8.79	Quite a Bit
How well can you respond to defiant students?	8.79	Quite a Bit
Grand Mean	8.91	Quite a Bit

Presented in Table 16 is the level of teacher's performance in terms of self-efficacy as indicated by classroom management. When a class demonstrates a well-disciplined, organized, and orderly classroom routine, the teacher is being able to manage the classroom very well. This means that everything inside the four walls of the room runs seamlessly. It can be observed from the table that the data had the grand mean of eight point ninety-one (8.91), interpreted as Quite A Bit. Four (4) items predominantly have the highest points. Indicators *How much can you do to control disruptive behavior in the classroom?* got nine point four (9.04) mean, both indicators *To what extent can you make your expectations clear about students behavior? How much can you do to get learners to follow classroom rules?* both indicators landed nine point two (9.02) mean and *How well can you establish routines to keep activities running smoothly?* arrived at nine point three (9.03) mean. All of these indicators interpreted as A Great deal. Generally, the data revealed to us that teachers believe that they are able to manage the classroom but not with a great deal. A lot of factors might have been considered by the teachers of not believing that they can deal with classroom management exceptionally. Perhaps, teachers already have varied techniques on how to make disobedient obey, but they still have to evaluate whether those techniques work to all defiant students or not.

Table 17. Relationship between Socio-Demographic Profile and the Teachers' Performance

Variables	IPCR rp	Interpretation	Self-efficacy Rp	Interpretation
Age	.050	.502	Not Significant	.155 .037 Not Significant
No. of years of Experience as Head	-.157	.034	Significant	-.281 .000 Significant
Monthly Income	-.014	.850	Not Significant	-.175 .019 Significant
Position	.007	.929	Not Significant	.243 .001 Not Significant
Educational Attainment	-.244	.001	Significant	-.318 .000 Significant

The results presented in Table 17 depicts the correlation between the socio-demographic profile of school heads and the teachers' performance. As shown, the variables age, number of years of experience as head, monthly income, and position revealed no significant relationship to teachers' performance based on their IPCR and Self-efficacy was done with the p-values .502 respectively which is greater than the .05 level of significance. On the other hand, no. of years of experience as school head and the educational attainment are statistically significant to teachers' performance. Hence, the null hypothesis stating that there is no significant relationship between the socio-demographic profile and the teachers' performance cannot be rejected. This implies that an individual's belief in his capacity to execute behaviors necessary to

produce specific performance attainment. This result support the findings of Ampofo, Onyango and Ogolo (2019) that direct supervision of school heads ensures teachers quality performance and contributes to greater improvement of students learning.

Table 18. Relationship between Supervisory Competence of DepEd’s Secondary School Heads and Instructional Leadership

Variables		<i>r</i>	<i>p</i>	Interpretation
IV	DV			
SupervisoryCompetence	InstructionalLeadership	.748	.000	Significant

Analysis to test the association between supervisory competence of DepEd’s secondary school heads and the instructional leadership. As presented, the supervisory competence of school heads revealed a significant relationship with the instructional leadership based on the learning environment, human resource development and management, parent’s involvement and community partnership, school leadership, management and operations indicators. This finding supports the highlight of the study of Saleem and Mahmood (2018) that supervisors’ expertise and skills will create good supervision experiences.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. The correlation between the socio-demographic profile of school heads and the teachers’ performance. As shown, the variables age, number of years of experience as head, monthly income, and position revealed no significant relationship to teachers’ performance based on their IPCR and Self-efficacy was done with the p- value .502 which is greater than the .05 level of significance. On the other hand, no. of years of experience as school head and the educational attainment are statistically significant to teachers’ performance. Hence, the null hypothesis stating that there is no significant relationship between the socio-demographic profile and the teachers’ performance cannot be rejected. This implies that an individual’s belief in his capacity to execute behaviors necessary to produce specific performance attainment.
2. The association between supervisory competence of DepEd’s secondary school heads and the instructional leadership. As presented, the supervisory competence of school heads revealed no significant relationship with the instructional leadership based on the learning environment, human resource development and management, parents’ involvement and community partnership, school leadership, management and operations indicators
3. School heads need to strengthen link between the school and other stakeholders like parents, alumni, LGUs, and with the local NGOs to aid financial and material problems of the school.
4. The school heads being the resource providers, and to achieve the supervisory competence and instructional leadership, require to oversee, assess, evaluate and direct teachers to ensure that the school is meeting its goals.
5. Being an instructional resource, school heads need to establish a concept of instructional leadership and supervision that would answer all the questions in maintaining high competency level of teachers.

RECOMMENDATION

1. The school heads should continue upgrading themselves aligned to the Philippine Professional Standards for School Heads (PPSSH) on the dimensions of school leadership practices and the abilities of the teachers by providing meaningful opportunities for trainings and seminars/workshops; develop literacy who can foster a positive school climate conditions such as emotional learning (SEL), gender quality and social inclusion (GESI), and developmentally appropriate practices to support quality literacy instruction.
2. A positive school learning environment helps improve attention, reduce anxiety, and supports emotional and behavioral regulation of teachers/students. Necessary facilities and instructional materials should be supplied to all secondary schools in order to generate effective and functional school system that would facilitate effective teaching and learning.
3. Support from parents as well as stakeholders and the community should be properly involved in the school system. This would form a co-operation in the system to achieve greater effectiveness. School heads or any instructional supervisors should intensify instructional supervision via regular classroom observation. A closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision as urgently needed especially now that a lot of changes have been introduced into the school curriculum. An in-person conference between the instructional supervisor and the teacher needs to be provided. Teachers’ lesson plans should be checked regularly and areas that need to be corrected should be pointed out. This would help to improve their role effectiveness in schools. Supervisors’ expertise and skills will create good supervision experiences.
4. Communication process is vital in the teacher towards supervisor in school likewise in sustaining effectiveness of teaching and student learning, upholding maximum students’ development programs and transforming the organization towards solid vision, missions, core values objectives, and goals.
5. As a visible leader, school heads should be positive, enthusiastic, have his hand in day-to-day activities of the school. Visibility assures teachers that there is someone they can trust. Schools heads require management teaching skills and leadership qualities to provide hope to students, to teachers, and to other workers.

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