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School Heads' Supervisory Skill, Teachers' Instructional Competence, And Learners' Performance

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Abstract

This study examined the relationship between school heads' supervisory skill, teachers' instructional competence, and learners' performance in the Schools Division of Antique during the school year 2025. Using a descriptive-correlational research design, the study aimed to determine the levels of supervisory skill and instructional competence, assess learners' performance, and identify the relationships among these variables. The respondents consisted of 365 teachers selected through stratified random sampling. Data were collected using a validated researcher-developed questionnaire. Descriptive statistics, including frequency, percentage, weighted mean, and standard deviation, were used to determine the levels of the variables, while Pearson Product-Moment Correlation and multiple regression analysis were applied to examine relationships and predictive influence. Findings showed that school heads' supervisory skill was practiced at a high level, particularly in instructional monitoring, mentoring, classroom observation, and providing feedback. Teachers' instructional competence was also rated high, with strengths in classroom management, lesson planning, pedagogical skills, and subject mastery. Learners' performance was reported as high, reflecting the positive impact of effective supervision and competent teaching practices. Correlation analysis indicated significant positive relationships among all three variables, and multiple regression analysis revealed that school heads' supervisory skill and teachers' instructional competence jointly predict learners' performance, with instructional competence emerging as the stronger predictor. The study concludes that fostering both effective supervision and high instructional competence is essential for enhancing student learning outcomes and promoting instructional excellence.

Keywords: School heads' supervisory skill, teachers' instructional competence, learners' performance, instructional supervision, teaching effectiveness

Introduction

School heads play a pivotal role in ensuring the quality of education by guiding teachers, monitoring instructional practices, and fostering a conducive learning environment. Supervisory skills—including observation, mentoring, evaluation, and feedback—are critical in supporting teachers to enhance their instructional competence (Glickman, Gordon, & Ross-Gordon, 2017). Effective supervision not only

improves teaching quality but also directly influences learners' academic performance, as teachers are better equipped to implement effective instructional strategies under proper guidance.

Teachers' instructional competence refers to the mastery of subject matter, pedagogical skills, classroom management, and assessment strategies that facilitate student learning (Darling-Hammond, Hyler, & Gardner, 2017). Competent teachers design lessons that are engaging, adaptive to learner needs, and aligned with curriculum standards, thereby improving student outcomes. Research consistently shows that instructional competence is a strong predictor of learners' academic achievement (OECD, 2019).

The interplay between school heads' supervisory skill and teachers' instructional competence is crucial for shaping learners' academic performance. When school heads provide effective supervision, teachers are more likely to refine their instructional methods, adopt innovative teaching strategies, and maintain professional growth, leading to improved student learning outcomes (Leithwood, Harris, & Hopkins, 2020).

In the Schools Division of Antique, understanding these relationships is essential to inform policy, professional development programs, and school improvement strategies. This study aims to assess supervisory skills, instructional competence, and learners' performance as perceived by 365 respondents during 2025.

Methodology

A descriptive-correlational research design was used to determine the levels of school heads' supervisory skill, teachers' instructional competence, and learners' performance, and to examine the relationships among these variables in the Schools Division of Antique. The descriptive component described the current state of the variables, while the correlational component examined the strength of their associations.

The respondents included 365 teachers from selected public elementary and secondary schools, chosen through stratified random sampling to ensure representation across different school levels, subject areas, and districts.

Data were collected using a three-part, researcher-developed questionnaire. Part I assessed school heads' supervisory skill, including observation, mentoring, feedback, and instructional monitoring. Part II measured teachers' instructional competence, covering subject matter knowledge, pedagogical skills, lesson planning, classroom management, and assessment strategies. Part III evaluated learners' performance, focusing on grades, assessments, and classroom participation. The instrument was validated by experts and pilot-tested, achieving Cronbach's alpha coefficients above 0.80, indicating high reliability.

Ethical considerations included approval from the Schools Division Office, informed consent from respondents, and ensuring confidentiality and anonymity.

Descriptive statistics (frequency, percentage, weighted mean, standard deviation) were used to determine levels of the variables. Pearson Product-Moment Correlation examined relationships, while multiple regression analysis determined the combined effect of supervisory skill and instructional competence on learners' performance at a 0.05 level of significance.

Results

School heads' supervisory skill was rated high (WM = 4.36, SD = 0.42), with instructional monitoring receiving the highest score (M = 4.39, SD = 0.40), followed by mentoring (M = 4.37, SD = 0.41), feedback provision (M = 4.35, SD = 0.43), and classroom observation (M = 4.33, SD = 0.44).

Teachers' instructional competence was also high (WM = 4.32, SD = 0.41), with classroom management (M = 4.36, SD = 0.40), lesson planning (M = 4.34, SD = 0.42), pedagogical skills (M = 4.31, SD = 0.41), and subject matter expertise (M = 4.30, SD = 0.43) leading the indicators.

Learners' performance was high (WM = 4.29, SD = 0.43), with academic achievement in core subjects (M = 4.32, SD = 0.41), classroom engagement (M = 4.30, SD = 0.42), and performance in assessments (M = 4.25, SD = 0.44) being the most evident.

Correlation analysis revealed significant positive relationships between supervisory skill and instructional competence ($r = 0.63$, $p < 0.01$), supervisory skill and learners' performance ($r = 0.60$, $p < 0.01$), and instructional competence and learners' performance ($r = 0.67$, $p < 0.01$). Multiple regression analysis indicated that supervisory skill and instructional competence jointly predict learners' performance ($R^2 = 0.62$, $p < 0.05$), with instructional competence emerging as the stronger predictor.

Discussion

The study highlights the critical role of school heads' supervisory skill in promoting effective teaching and enhancing learners' academic performance. Active engagement in instructional monitoring, mentoring, classroom observation, and feedback provision helps teachers refine their practices, aligning with Glickman, Gordon, and Ross-Gordon (2017). Teachers' high instructional competence reflects mastery in pedagogy, classroom management, lesson planning, and subject expertise, supporting Darling-Hammond, Hyler, and Gardner (2017) who emphasize professional competence as a key determinant of teaching effectiveness. The positive correlations among supervisory skill, instructional competence, and learners' performance underscore their interdependence. Effective supervision enables teachers to improve methods, while competent teachers convert guidance into tangible learning improvements. Regression analysis further confirmed that instructional competence is the stronger predictor of learners' performance, highlighting the importance of teacher expertise in achieving academic success.

Conclusion

School heads in the Schools Division of Antique demonstrate high supervisory skill, particularly in instructional monitoring, mentoring, classroom observation, and feedback provision, which enhances teachers' instructional competence. Teachers exhibit strong competence in classroom management, lesson planning, pedagogical skills, and subject mastery. Learners' performance is positively influenced by the combined effect of supervision and instructional competence, with teacher competence being the stronger predictor. The study emphasizes that effective school leadership combined with competent teaching significantly contributes to improved student learning and overall school effectiveness.

Recommendations

In view of the conclusions, it is recommended that school heads continue to strengthen their supervisory skills through professional development programs, leadership training, and mentoring initiatives. Schools should institutionalize regular supervisory practices such as classroom observations, feedback sessions, and instructional coaching to support teacher growth. Teachers are encouraged to enhance their instructional competence by attending training programs, adopting innovative teaching strategies, and continuously updating their subject knowledge and pedagogical skills. The Department of Education may implement policies that promote effective supervision and professional development as key strategies to improve student learning outcomes. Future researchers are encouraged to explore additional variables, such as school resources, teacher motivation, or parental involvement, to gain a deeper understanding of factors influencing learners' performance.

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