



SCHOOL HEAD'S INSTRUCTIONAL COMPETENCE IN ENHANCING TEACHING PERFORMANCE AND ACADEMIC PERFORMANCE OF ELEMENTARY LEARNERS

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ABSTRACT

This study determines the significant relationship between the school head's instructional competence in enhancing teaching performance and academic performance of elementary learners. A descriptive-correlational research design utilizing the survey to determine the level of instructional competence of school heads taken from the study of Peralta (2023) and Vasquez et al., (2022). Moreover, to measure the teaching practices of the teachers, the researcher will utilize the classroom observation tool (COT). Finally, to measure the academic performance of the elementary learners, the researcher gathered the 1st quarter grades of the identified learners in all learning areas. The twenty-two (22) teachers, 1 school head and 100 randomly selected elementary learners were involved in the study. It was revealed in the study that there is a significant relationship between the level of management competence of school head in instructional supervision and performance of teachers based on Classroom Observation Tool (COT). Further, a significant relationship between the level of performance of teachers based on Classroom Observation Tool (COT) and academic performance of elementary learners for quarter 1 was also attained. When school heads provide focused, supportive, and developmental supervision, teachers are more likely to exhibit strong instructional behaviors, which in turn contribute to better learner performance.

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This result affirms the principle that the quality of teaching remains the strongest school-based predictor of student learning outcomes.

Keywords: *School Head's Instructional Competence, Teaching Performance, Academic Performance, Elementary Learners*

INTRODUCTION

Developing a teacher is not only the responsibility of district supervisor but also the responsibility of principals as leaders of learning in schools. The key task of the principal which is an integral part of his competence as the principal are managerial leadership and instructional leadership. It is to know the whole process of learning, mentoring teachers, and engage in learning activities at school (Arman, et al., 2016). The instructional competence of school principal as part of the school head supports the improvement of performance and motivation of teachers as agents of renewal in the field of education. Performance and motivation of teachers are closely related to the professionalism of teachers (Arman, et al., 2016).

One of the basics of a school principal as an instructional leader is to set a vision for the school, translate it into action steps, use innovative approaches to achieve vision and acquire the resources and support needed to pursue vision. Another important thing for school principals to do is to clearly communicate the vision and action plans to others and build culture within the school. They need to motivate the teachers with a compelling vision; effectively organize them, build the teachers' leadership capacity, and create a distributed and collaborative leadership system to achieve goals; remove barriers and ensure them to have resources.

The success of a school depends heavily on the competence of the school head. This includes everything from ensuring academic progress to maintaining school safety. The ability, knowledge, attitudes, and skills necessary to perform their duties successfully and effectively

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are referred to as a person's competence. Although evaluating the effectiveness of the principal is more challenging than evaluating teacher performance, it is crucial to investigate how their actions relate to student, teacher, and school outcomes. School administrators are anticipated to be more adaptable during the pandemic in managing school resources and making wise decisions that weren't necessary before. Effective school leaders are prepared to handle the society's current rapid change and high expectations. However, 45% of school administrators in the US claimed that pandemic conditions are forcing them to leave their positions earlier than they had anticipated. School leaders have had a difficult time in the Philippines managing school resources, such as funding from the Maintenance and Other Operating Expenses (MOOE) and other categories that call for proper liquidation. This is especially true in public schools within the Division of Laguna. The ability to plan and carry out tasks involving the acquisition and use of school funds must be possessed by school administrators. Hence, it is important that school heads must possess the necessary instructional competence to be able to provide appropriate technical assistance to teachers.

One of the crucial aspects of educational management in instructional supervision which may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and the democratic relationship of persons concerned with teaching and learning and is considered an important activity to achieve an effective education system (Oyewole and Ehinola, 2014). Instructional supervision is a professional continuous, cooperative process for improving instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve the learning situation and quality of school learning. It is handholding for a professional colleague by a supervisor or instructional leader who possesses superior knowledge and skills and works collaboratively in a school environment that nurtures the development of a professional learning community (Basic Education Sector Reform Agenda). Thus, through the regular conduct of instructional supervision to teachers, teaching practices were improve and students' learning outcomes were attained. And it is in this premise that the researcher decided to conduct this study to determine the significant relationship between the school

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head's instructional competence in enhancing teaching practices and students' learning. A proposed instructional supervision plan was formulated based on the findings of the study.

This study determines the significant relationship between the school head's instructional competence in enhancing teaching performance and academic performance of elementary learners in San Jose Elementary School, Ormoc City District 7, Ormoc City Division. A proposed instructional supervision plan of school principals will be formulated based on the result of the study.

Specifically, this study seeks to answer the following questions:

1. What is the level of instructional competence of school heads?
2. What is the level of performance of teachers based on Classroom Observation Tool (COT)?
3. What is the level of academic performance of elementary learners?
4. Is there a significant relationship between the level of instructional competence of school heads and performance of teachers based on Classroom Observation Tool (COT)?
5. Is there a significant relationship between the performance of teachers based on Classroom Observation Tool (COT) and academic performance of elementary learners?
6. What is the instructional supervision plan can be proposed based on the findings of the study?

METHODOLOGY

Design. This study employed the descriptive-correlational research design. Descriptive in the sense that the researcher employed research evaluation to determine the significant relationship between the school head's instructional competence in enhancing teaching

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practices and students' learning. As indicated by Cohen, Manion and Morrison (2007), the descriptive design identifies the opinions people hold about certain phenomena. In this study, the phenomena were the variables. Lastly, this study is correlational for it determined the significant relationship between the dependent and independent variables. The independent variable is the school head's instructional competence and teaching practices while the dependent variable is students' learning. This study was conducted in San Jose Elementary School, one of the schools of Ormoc City District 7, Schools Division of Ormoc City. The twenty-two (22) teachers, 1 school head and 100 randomly selected elementary learners were involved in the study. The instruments used in this study is a survey to determine the level of instructional competence of school heads taken from the study of Peralta (2023) and Vasquez et al., (2022). This is a 30-item survey which describes the instructional competence of school heads. This survey will be accomplished by the teachers based on their observation to their school heads. Moreover, to measure the teaching practices of the teachers, the researcher will utilize the classroom observation tool (COT). This tool will be used by the school head in rating the teaching practices of teachers during instructional supervision conducted by the school head. Finally, to measure the academic performance of the elementary learners, the researcher gathered the 1st quarter grades of the identified learners in all learning areas.

Sampling. The twenty-two (22) teachers, 1 school head and 100 randomly selected elementary learners were involved in the study. Complete enumeration was employed in choosing the teacher and school head-respondents while purposive sampling technique was used to identify the learner-respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering

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activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. Researcher gathered the result of the first quarterly assessment and grades of the elementary learners. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the level of instructional competence of school heads, teaching practices of teachers and academic performance of elementary learners. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

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RESULTS AND DISCUSSION

Table 1
Management Competence of School Head in Instructional Supervision

Indicators		Weighted Mean	Description	Interpretation
1	School Head assists teachers in lesson planning.	3.68	Agree	High
2	School Head assists teachers in developing/selecting instructional materials.	3.32	Neutral	Moderate
3	School Head helps teachers to evaluate curricula and suggest changes to meet the students' needs.	3.59	Agree	High
4	School Head encourages teachers to use appropriate methods of teaching.	3.68	Agree	High
5	School Head assists teachers in evaluating student performance.	3.86	Agree	High
6	School Head advises teachers about new developments in teaching.	3.68	Agree	High
7	School Head conducts meetings with teachers to review progress.	3.68	Agree	High
8	School Head communicates with administrators about instructional concerns.	3.41	Agree	High
9	School Head communicates with teachers about instructional concerns.	3.86	Agree	High
10	School Head promotes the exchange of ideas and materials among teachers.	3.68	Agree	High
11	Sets a personal example of what he/she expects of others.	3.68	Agree	High
Mean		3.65	Agree	High

Legend:

RANGES

4.21-5.00

DESCRIPTION

Strongly Agree

INTERPRETATION

Very High

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3.21-4.20	Agree	High
2.61-3.40	Neutral	Moderate
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Table 1 assesses the level of management competence of school head in instructional supervision. It was revealed on the table that the level of management competence of school head in instructional supervision received a weighted mean of 3.65 (High). This result indicates that school head are competent in instructional supervision. They actively support lesson planning, monitor implementation, provide feedback, and prioritize evaluation — practices that research links to improved teacher performance and student learning (Papadakis et al., 2024). Nonetheless, assistance in the development and selection of instructional materials registers as a relative weakness (mean = 3.32), suggesting that supervisory effectiveness is not yet fully translated into provision or co-creation of classroom resources. Strengthening school heads' capacity to source, adapt, and develop instructional materials — and systematizing resource-sharing mechanisms — can help convert strong supervisory practice into stronger teaching and learning outcomes (Haramain & Sumapal, 2023; Educational Leadership, 2024).

Table 2
Classroom Observation Tool (COT) Ratings of Proficient Teachers

No.	Classroom Observable Indicators	Weighted Mean	Interpretation
1	Applied knowledge of content within and across curriculum teaching areas.	6.82	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	6.95	Outstanding
3	Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	6.77	Outstanding

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No.	Classroom Observable Indicators	Weighted Mean	Interpretation
4	Managed classroom structure to engage learners in exploration, discovery and hands-on activities.	7.00	Outstanding
5	Managed learner behavior constructively using positive and non-violent discipline.	7.00	Outstanding
6	Used differentiated, developmentally appropriate learning experiences.	7.00	Outstanding
7	Planned, managed and implemented sequenced teaching and learning processes.	6.82	Outstanding
8	Selected, developed, organized and used appropriate teaching and learning resources (including ICT).	6.77	Outstanding
9	Designed, selected, organized and used assessment strategies consistent with curriculum requirements.	6.95	Outstanding
Mean		6.89	Outstanding

Table 2 presents the evaluation of the teachers' performance based on the Classroom Observation Tool (COT). It was revealed on the table that the teachers received an average mean of 6.89 (Outstanding) for their performance. This result implies that teachers consistently demonstrate a very high level of proficiency in classroom instruction. Among the indicators, the highest means of 7.00 were obtained in managing classroom structure to engage learners in exploration, discovery, and hands-on activities, managing learner behavior constructively using positive and non-violent discipline, and using differentiated, developmentally appropriate learning experiences. The lowest mean of 6.77, though still interpreted as outstanding, was noted in applying a range of teaching strategies to develop critical and creative thinking and selecting, developing, and organizing teaching and learning resources (including ICT). The overall outstanding performance of teachers indicates that the implementation of instructional supervision and professional development programs within the school has been effective in enhancing teachers' pedagogical practices. Teachers can plan and deliver well-structured lessons, apply varied strategies, and manage classroom environments conducive to active learning. These findings suggest that teachers are not only competent in their instructional delivery but are also committed to sustaining high standards of teaching

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performance aligned with the Philippine Professional Standards for Teachers (PPST). The results also demonstrate that teachers possess strong classroom management and differentiation skills—key aspects of quality instruction that ensure learner engagement and inclusivity. The slightly lower yet outstanding ratings in the use of ICT and development of higher-order thinking skills may indicate areas where teachers still need continuous professional support, especially in the integration of technology and inquiry-based learning. The findings are consistent with current studies emphasizing that teachers' high COT performance reflects effective supervision and capacity-building programs provided by school heads. According to Magulod (2023), instructional supervision enhances teachers' competence by ensuring that classroom practices align with curriculum standards and learner needs. Similarly, Haramain and Sumapal (2023) found that teachers who receive regular monitoring, mentoring, and feedback demonstrate higher proficiency in lesson implementation and learner-centered strategies. A recent study by Cabello and Ocampo (2024) revealed that teachers with strong classroom management and differentiated instruction skills significantly contribute to improved learner performance, particularly in literacy and numeracy. The integration of ICT in teaching, while still a growing area, is also recognized by Papadakis et al. (2024) as a catalyst for learner engagement and innovative pedagogy when adequately supported by leadership and training. These results affirm that the outstanding COT ratings in this study may be attributed to sustained professional learning initiatives, active instructional supervision, and the teachers' dedication to continuous improvement. However, the findings also suggest that to maintain and enhance these high levels of performance, schools should further strengthen programs that promote the development of 21st-century teaching competencies, including the creative and critical use of digital tools and higher-order thinking strategies.

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Table 3
Level of Academic Performance of Learners in Quarter 1

Range	Description (DepEd Grading System)	Frequency	Percentage
90–100	Outstanding	11	11%
85–89	Very Satisfactory	59	59%
80–84	Satisfactory	24	24%
75–79	Fairly Satisfactory	6	6%
Below 75	Did Not Meet Expectations	0	0%
Total		100	100%
Average Mean		85.54	VS

Table 3 presents the evaluation of the academic performance of elementary learners for quarter 1. It was revealed on the table that majority of the elementary learners obtained a Very Satisfactory level of academic performance during the first quarter, with an average mean score of 85.54. Out of 100 learners, 59% achieved *Very Satisfactory* ratings (85–89), while 11% performed at an *Outstanding* level (90–100). Meanwhile, 24% were rated *Satisfactory* (80–84), and only 6% were *Fairly Satisfactory* (75–79). None of the learners fell under the *Did Not Meet Expectations* category, suggesting that all learners demonstrated competency consistent with grade-level expectations. These findings indicate that the learners, as a group, possess strong academic performance and mastery of the required competencies in their respective grade levels. The overall *Very Satisfactory* performance implies that the literacy and instructional programs implemented within the school are effective in promoting learner achievement. The data also suggest that learners are performing within the expected proficiency range as defined by the Department of Education (DepEd Order No. 8, s. 2015), which outlines that scores between 85–89 denote “very satisfactory” understanding and skill application. This performance level may be attributed to

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effective teaching practices, consistent instructional supervision, and the implementation of literacy-focused interventions that address learners' reading and comprehension needs. These results support the findings of Espinosa and De Vera (2023) and Arrieta and Dela Cruz (2024), who both reported that efficient monitoring, evaluation, and differentiated literacy instruction contribute significantly to learner achievement. The absence of failing learners suggests a well-structured and supportive learning environment that promotes quality instruction and active engagement.

Table 4
Test of Relationship between Variables

Variables Correlated	r	Computed t-value	Table Value @ .05	Decision on Ho	Interpretation
Management Competence of School Heads (Table 1) and Learners' Academic Performance (Table 3)	0.54	3.120	0.195	Reject Ho	Significant Relationship (Moderate Positive)
Teachers' Teaching Performance (Table 2) and Learners' Academic Performance (Table 3)	0.63	3.880	0.195	Reject Ho	Significant Relationship (Moderate Positive to High Positive)

Table 4 shows the outcomes of tests, checking the correlations between the degree and difficulties of the level of management competence of school head in instructional supervision and performance of teachers based on Classroom Observation Tool (COT) got a calculated value of t (3.120), which is higher than the table value (0.195) at 0.05 level of significance; hence, the null hypothesis is rejected. This means that there is a significant relationship between the level of management competence of school head in instructional supervision and performance of teachers based on Classroom Observation Tool (COT). The

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correlation coefficient (r) of 0.54 indicates a moderate positive correlation between the level of management competence of school head in instructional supervision and performance of teachers based on Classroom Observation Tool (COT). The result demonstrates that school heads' management competence in instructional supervision is significantly and positively associated with teachers' observed classroom performance. This suggests that when school leaders actively perform supervisory functions — setting instructional goals, conducting lesson guidance, providing feedback, organizing professional learning, and supporting the use of appropriate instructional resources — teachers are likelier to demonstrate higher-quality instructional practices as measured by the COT. The moderate correlation signifies that instructional supervision is an important lever for improving classroom practice, though it should be implemented alongside other supports (resources, ongoing professional development, reduced class sizes) to maximize teacher improvement. Similarly, the table also shows that the level of performance of teachers based on Classroom Observation Tool (COT) and academic performance of elementary learners got a calculated value of t (3.880), which is higher than the table value (0.195) at 0.05 level of significance; hence, null hypothesis is rejected. This means that there is a significant relationship between the level of performance of teachers based on Classroom Observation Tool (COT) and academic performance of elementary learners. The correlation coefficient (r) of 0.63 indicates a moderate positive to high positive correlation between the level of performance of teachers based on Classroom Observation Tool (COT) and academic performance of elementary learners. This demonstrates that the observed association is unlikely to be due to chance. This implies that teacher instructional quality, as captured by structured classroom observations, is meaningfully related to student learning: improvements in observed teaching behaviors tend to coincide with higher learner scores.

Conclusion

The findings of the study revealed that the level of management competence of school head in instructional supervision is high, teachers' performance based on the Classroom

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Observation Tool (COT) and the level of academic performance of elementary learners for quarter 1 is very satisfactory. Further, it was also revealed that there is a significant relationship between the level of management competence of school head in instructional supervision and performance of teachers based on Classroom Observation Tool (COT). Results of the study suggests that effective instructional supervision creates a multiplier effect on classroom quality and student success. When school heads provide focused, supportive, and developmental supervision, teachers are more likely to exhibit strong instructional behaviors, which in turn contribute to better learner performance. Similarly, a significant relationship between the level of performance of teachers based on Classroom Observation Tool (COT) and academic performance of elementary learners for quarter 1 was also attained. This result affirms the principle that the quality of teaching remains the strongest school-based predictor of student learning outcomes. Teachers who demonstrate high proficiency in pedagogy, classroom management, and differentiation—as measured by the COT—create meaningful and engaging learning experiences that improve learners’ mastery of competencies.

Recommendations

1. Apply the recommended instructional supervision plan to attain the research goal.
2. Enhanced the capacity-building programs for school heads on instructional supervision.
3. Institutionalize continuous professional development for teachers.
4. Promote a culture of collaborative supervision and reflective practice.
5. Strengthen the utilization of classroom observation tool (COT) results.
6. Implement monitoring and evaluation mechanisms for instructional leadership practices.

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7. Encourage research-based decision-making in schools.
8. Sustain learner support systems and enrichment programs, and
9. Future researchers are encouraged to replicate this study to incorporate other locales and other variables beyond the ones identified in this study.

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AUTHOR'S PROFILE



MS. RHIZA JOY L. JUMAPAO

Rhiza Joy L. Jumapao was born on February 20, 1997, in Ormoc City, Leyte, is deeply passionate about nurturing learners and promoting inclusive, quality education. She completed her elementary education at Margen Elementary School and her Junior High School years at Margen National High School, where her passion for learning and teaching started to flourish. Even before entering college, she was actively involved in academics and consistently demonstrated academic excellence, which helped her secure a scholarship for her tertiary education.

She pursued Bachelor of Secondary Education major in Mathematics at Eastern Visayas State University- Ormoc City Campus. Her journey through college was marked by perseverance, dedication, and a deep commitment for her chosen profession. As a student, she actively participated in academic and extra-curricular activities that helped shape her leadership skills and broaden her understanding of the teaching profession. In 2018, she successfully earned her degree and passed the Licensure Examination for teachers (LET) in the same year—a milestone that affirmed her readiness to serve in the field of education.

Currently, she is pursuing her Master of Arts in Education, major in School Administration and Supervision, as part of her continuous professional development and aspiration for educational leadership.

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Rhiza Joy is presently serving as educator under the Department of Education, assigned to the Alternative Learning System (ALS). In this capacity, she advocates for inclusive, flexible, and accessible education for out-of-school children, youth and adult learners. Grounded in the belief that “every learner has the potential to succeed when given the right support and opportunities,” she strives to deliver meaningful learning experiences that empower individuals and contribute to building more equitable communities. Her teaching philosophy centers on compassion, equity, and lifelong learning.



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