

Instructional Supervision Practices and Teachers' Competence: Basis for an Intervention

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ABSTRACT

This study determined the instructional supervision practices of school leaders and their connection to teachers' instructional competence in public secondary schools in the San Vicente- San Lorenzo Ruiz District, Division of Camarines Norte. It used a quantitative descriptive-correlational research design, including a validated questionnaire and secondary data from the Individual Performance Commitment and Review Form (IPCRF). Descriptive statistics, especially weighted mean, described the extent of instructional supervision practices and the level of teachers' instructional competence. The study used Spearman rho correlation to determine the relationship between the variables. The findings showed that instructional supervision practices in all areas of the Philippine Professional Standards for Teachers (PPST) were regularly seen and interpreted as always practiced. Teachers also displayed a high level of instructional skills, with many achieving outstanding performance, especially in assessing and reporting. However, they performed relatively lower in curriculum and planning compared to other areas. The correlation analysis revealed that instructional supervision practices were significantly related to curriculum and planning, indicating that supervision influences teachers' skills in this area. No significant relationships were found in other aspects of instructional competence. Regarding challenges, teachers answered that they sometimes experienced issues related to instructional supervision, while challenges related to teaching skills were seldom experienced. Limited access to professional development opportunities was a common concern among teachers. The study concludes that while instructional supervision is consistently practiced and teachers show strong instructional skills, there is still a need to improve support in curriculum planning and increase access to professional development. To address this, the study suggests the SUSTAIN intervention, which stands for Strategic Upskilling and Supervisory Transformation for Advanced Instructional Networks, to further improve instructional supervision practices and boost teachers' instructional competence.

Keywords: Instructional supervision, instructional competence, school leaders, teachers, Individual Performance Commitment and Review Form (IPCRF), content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessing and reporting, professional development and personal growth, challenges related to instructional supervision, challenges related to instructional competence

INTRODUCTION

Instructional supervision plays a vital role in educational management. It greatly affects teaching quality and student learning outcomes. This process involves school leaders guiding, supporting, and evaluating teachers. The goal is to ensure that teaching methods meet curriculum standards and cater to the diverse needs of students. This study is based on Transformational Leadership Theory (Bass, 1985) and Social Learning Theory (Bandura, 1977). Transformational Leadership Theory shows how school leaders can inspire and motivate teachers to improve their performance through mentoring, coaching, and constructive feedback. On the other hand, Social Learning Theory highlights that teachers gain instructional skills by observing, modeling, collaborating, and receiving feedback during the supervisory process. Together, these theories indicate that effective instructional supervision relies on leadership and social interaction, fostering ongoing professional growth and better teaching practices. . Supporting this, Sergiovanni (2001) emphasized that reflective leadership practices enable school heads to guide teachers toward continuous improvement, while Glickman (2002) highlighted that effective supervision promotes collaborative growth and teacher development through structured support systems.

In the Philippines, instructional supervision follows set standards and policies. The Department of Education established the Philippine Professional Standards for Teachers (PPST) through DepEd Order No. 42, s. 2017. This outlines key areas of teaching competence like content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessing and reporting, and professional development and personal growth. These areas serve as guidelines for evaluating teacher performance and supervisory practices, ensuring they align with national educational goals.

Despite these frameworks, challenges arise in the implementation of instructional supervision. In many schools, supervision often focuses more on compliance than on development. Reyes and Cruz (2021) found that while instructional supervision positively affects teacher competence, its success relies on consistent feedback and the amount of professional support from school leaders. Similarly, Mendoza and Bautista (2023) showed that effective instructional leadership practices are closely linked to improved teacher performance, underscoring the important role of school heads in enhancing instructional quality. In addition, Nkosi and Dube (2022) found that instructional supervision significantly contributes to teacher development when it is continuous and supportive, while Johnson and Carter (2022) reported that supervision strengthens teacher efficacy when paired with clear guidance and feedback mechanisms.

The changing demands in education, especially during curriculum reforms and the recovery after the pandemic, require teachers to keep improving their instructional skills. Teachers must respond to varied learning needs, use suitable strategies, and apply effective assessment methods. Unfortunately, limited access to continuous professional development and instructional support remains a problem. Alonzo and Vargas (2022) found that instructional supervision significantly impacts teacher effectiveness, especially when it involves structured observation, timely feedback, and ongoing performance monitoring. Additionally, instructional supervision is seen as a keyway to develop teacher skills and enhance classroom practices. Studies consistently show that when supervision is collaborative, supportive, and focused on professional development, it leads to better instructional skills and improved learning outcomes. However, there are still gaps in how supervision is implemented and its direct effects on teacher competence.

Given these circumstances, it is important to determine how instructional supervision practices are implemented and how they affect teachers' instructional skills. Such an evaluation can clarify existing gaps in supervision and their effects on classroom instruction and teacher performance. This understanding can help create targeted, responsive interventions. Thus, this study aims to identify the instructional supervision practices of school leaders, evaluate teachers' instructional competence based on the PPST areas, identify challenges faced, and propose an intervention program to improve both instructional supervision practices and teachers' instructional competence.

METHODOLOGY

This study used a quantitative research method with a descriptive-correlational design to understand how school leaders supervise instruction and how this relates to teachers' instructional competence in public secondary schools in the San Vicente-San Lorenzo Ruiz District, Division of Camarines Norte. Using this quantitative method allowed the researcher to collect numerical data and analyze it statistically to see both the extent of instructional supervision practices and how they are connected to teachers' instructional competence. There were 127 participants: 7 school leaders and 120 teachers. The study included everyone in the target group or total enumeration, which helped ensure that the findings truly reflected the whole population.

Data were gathered using an adapted questionnaire. This questionnaire was given out during planned school visits, after getting approval from the Schools Division Office and making sure all respondents gave their consent to participate. The questionnaire had three parts: (1) questions about instructional supervision practices based on the Philippine Professional Standards for Teachers (PPST), (2) questions about teachers' instructional competence, which were also informed by teachers' Individual Performance Commitment and Review Form (IPCRF) ratings, and (3) questions about the challenges faced in instructional supervision and instructional competence. Answers about supervision and challenges were measured on a Likert scale, while IPCRF results were grouped according to the Department of Education's performance levels.

Ethical standards were strictly observed throughout the conduct of the study, including voluntary participation, confidentiality, and anonymity of all respondents. Necessary permissions were secured prior to data collection, particularly for accessing official IPCRF records. The collected data were tabulated and analyzed using SPSS Version 21 to generate descriptive statistics such as weighted mean, frequency, and percentage, and to determine the relationship between variables using Spearman Rank-Order Correlation.

RESULTS AND DISCUSSION

Extent of Instructional Supervision Practices in terms of PPST Domains Aligned to the Key Result Areas (KRAs). The study looks at how instructional supervision practices vary across PPST domains in relation to Key Result Areas (KRAs) in order to create an intervention. It assesses how school leaders carry out supervision regarding consistency, depth, and effectiveness to support teachers. This analysis highlights strengths and gaps in instructional leadership, guiding improvements based on evidence.

Content Knowledge and Pedagogy. The results indicate that instructional supervision practices in content knowledge and pedagogy are consistently implemented (WM = 4.51, Always Practiced) across all indicators, including applying content knowledge across curriculum areas, using research-based teaching principles, integrating ICT, employing varied teaching strategies for literacy and numeracy, and utilizing effective communication strategies. The highest rating in applying content knowledge across curriculum areas (4.76) highlights strong curriculum alignment, while the lowest in using research-based knowledge (4.35) suggests variability in evidence-based feedback. These findings imply that while supervision is systematic, greater emphasis on research-informed instructional support is needed to enhance teaching quality.

Table 1 Extent of Instructional Supervision Practices in terms of PPST Domains Aligned to the KRAs along Content Knowledge and Pedagogy

Indicators	Weighted Mean	Interpretation
Apply knowledge of content within and across curriculum teaching areas.	4.76	AP
Use research-based knowledge and principles of teaching and learning to enhance professional practice.	4.35	AP
Ensure the positive use of ICT to facilitate the teaching and learning process.	4.37	AP
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.44	AP
Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.	4.65	AP
Overall Weighted Mean	4.51	AP

Rating Scale:	Descriptive Interpretation:
4.20 – 5.00 -	Always Practiced (AP)
3.40 – 4.19 -	Often Practiced (OP)
2.60 – 3.39 -	Sometimes Practiced (SoP)
1.80 – 2.59 -	Seldom Practiced (SeP)
1.00 – 1.79 -	Never Practiced (NP)

Learning Environment and Diversity of Learners. The findings reveal that supervision practices related to learning environment and diversity of learners are consistently observed (WM = 4.55, Always Practiced) across indicators such as establishing safe learning environments, maintaining learner motivation, applying differentiated instruction, addressing learners in difficult circumstances, and promoting fairness and respect. The highest mean in establishing safe and secure environments (4.81) reflects strong classroom management, whereas the lowest in planning strategies for learners in difficult circumstances (4.31) indicates gaps in inclusive responsiveness. This suggests that supervision should further strengthen differentiated and context-sensitive teaching approaches. Moreover, the consistently high ratings across indicators indicate that school leaders actively monitor and support classroom practices that foster inclusivity and learner engagement. However, the relatively lower emphasis on addressing learners in difficult circumstances suggests the need for more targeted interventions and specialized training for teachers. Strengthening supervisory support in this area can enhance teachers' capacity to respond to diverse learner needs, particularly those in vulnerable situations. Ultimately, improving these practices can lead to more equitable learning opportunities and better overall student outcomes.

Table 2 Extent of Instructional Supervision Practices in terms of PPST Domains Aligned to the KRAs along Learning Environment and Diversity of Learners

Indicators	Weighted Mean	Interpretation
Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures.	4.81	AP
Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	4.61	AP
Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.46	AP
Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	4.31	AP
Maintain learning environments that promote fairness, respect and care to encourage learning.	4.56	AP
Overall Weighted Mean	4.55	AP

Rating Scale: Descriptive Interpretation:

4.20 – 5.00 - Always Practiced (AP)

3.40 – 4.19 - Often Practiced (OP)

2.60 – 3.39 - Sometimes Practiced (SoP)

1.80 – 2.59 - Seldom Practiced (SeP)

1.00 – 1.79 - Never Practiced (NP)

Curriculum and Planning. Instructional supervision in curriculum and planning is consistently practiced (WM = 4.54, Always Practiced) across indicators including adapting learning programs, implementing sequenced

teaching processes, setting aligned learning outcomes, utilizing appropriate resources including ICT, and engaging in collegial discussions. The highest rating in adapting learning programs (4.72) emphasizes responsiveness to learner needs, while the lowest in planning and implementing sequenced instruction (4.40) suggests less focus on instructional coherence. This implies a need for deeper supervisory attention to aligning objectives, strategies, and assessments. Furthermore, the high level of implementation indicates that school leaders are actively involved in guiding teachers toward curriculum alignment and effective instructional planning. However, the relatively lower rating in sequencing instruction suggests that the logical progression of lessons and coherence of learning experiences require further strengthening. This highlights the importance of providing more focused coaching and feedback on lesson structure and flow during supervisory processes. Enhancing this aspect can improve the overall quality of instruction and ensure that learning outcomes are achieved more effectively.

Table 3 Extent of Instructional Supervision Practices in terms of PPST Domains Aligned to the KRAs along Curriculum and Planning

Indicators	Weighted Mean	Interpretation
Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	4.72	AP
Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	4.40	AP
Set achievable and appropriate learning outcomes that are aligned with learning competencies.	4.50	AP
Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.	4.42	AP
Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.69	AP
Overall Weighted Mean	4.54	AP

Rating Scale: Descriptive Interpretation:

4.20 – 5.00 - Always Practiced (AP)

3.40 – 4.19 - Often Practiced (OP)

2.60 – 3.39 - Sometimes Practiced (SoP)

1.80 – 2.59 - Seldom Practiced (SeP)

1.00 – 1.79 - Never Practiced (NP)

Assessing and Reporting. The results show that supervision in assessing and reporting is consistently implemented (WM = 4.51, Always Practiced) across indicators such as utilizing assessment data, monitoring learner progress, designing varied assessment strategies, providing timely feedback, and communicating with stakeholders. The highest mean in utilizing assessment data to improve instruction (4.62) demonstrates strong data-driven practices, while the lowest in monitoring learner progress (4.36) highlights challenges in tracking ongoing performance. This suggests the need for improved systems to support continuous assessment monitoring.

Table 4 Extent of Instructional Supervision Practices in terms of PPST Domains Aligned to the KRAs along Assessing and Reporting

Indicators	Weighted Mean	Interpretation
Utilize assessment data to inform the modification of teaching and learning practices and programs.	4.62	AP
Monitor and evaluate learner progress and achievement using learner attainment data.	4.36	AP
Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.56	AP
Use strategies for providing timely, accurate and constructive feedback and communicate promptly and clearly with key stakeholders, including parents/guardians.	4.51	AP
Utilize assessment data to inform the modification of teaching and learning practices and programs.	4.52	AP
Overall Weighted Mean	4.51	AP

Rating Scale: Descriptive Interpretation:

4.20 – 5.00	-	Always Practiced (AP)
3.40 – 4.19	-	Often Practiced (OP)
2.60 – 3.39	-	Sometimes Practiced (SoP)
1.80 – 2.59	-	Seldom Practiced (SeP)
1.00 – 1.79	-	Never Practiced (NP)

Professional Development and Personal Growth. Supervisory practices in professional development and personal growth are consistently observed (WM = 4.51, Always Practiced) across indicators including upholding professional values, setting PPST-aligned goals, participating in professional networks, applying learner-centered philosophies, and developing personal improvement plans. The highest rating in setting professional development goals (4.61) reflects effective mentoring, while the lowest in developing reflective improvement plans (4.37) indicates limited opportunities for deep reflection. This implies that structured reflective practices should be strengthened to sustain professional growth. Moreover, providing dedicated time and support for reflective activities can enhance teachers' ability to critically evaluate and improve their practice. Strengthening this aspect of supervision can foster a more self-directed and continuously improving teaching workforce. In addition, integrating reflective practices into existing programs such as LAC sessions can further support continuous learning. School leaders may also provide structured feedback tools to guide teachers in meaningful self-assessment. These efforts can help ensure that professional development remains responsive, sustained, and aligned with instructional improvement goals. Furthermore, continuous monitoring and follow-up support from school leaders can reinforce the effective implementation of these practices.

Table 5 Extent of Instructional Supervision Practices in terms of PPST Domains Aligned to the KRAs along Professional Development and Personal Growth

Indicators	Weighted Mean	Interpretation
Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	4.57	AP

Set professional development goals based on the Philippine Professional Standards for Teachers.	4.61	AP
Participate in professional networks to share knowledge and to enhance practice.	4.60	AP
Apply a personal philosophy of teaching that is learner centered..	4.39	AP
Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.	4.37	AP
Overall Weighted Mean	4.51	AP

Rating Scale: Descriptive Interpretation:

4.20 – 5.00 - Always Practiced (AP)

3.40 – 4.19 - Often Practiced (OP)

2.60 – 3.39 - Sometimes Practiced (SoP)

1.80 – 2.59 - Seldom Practiced (SeP)

1.00 – 1.79 - Never Practiced (NP)

Level of Teachers' Instructional Competence Based on the Individual Performance Commitment and Review Form (IPCRF) Ratings. The Individual Performance Commitment and Review Form (IPCRF) is a standard tool for assessing teachers' teaching skills using measurable performance indicators. These indicators cover areas like instruction, classroom management, and professional development. The form allows for comparing teacher performance and finding areas that need support, following performance-based evaluation guidelines. As a result, using the IPCRF helps to improve supervision practices and overall teaching quality.

The data reveal that teachers demonstrate high instructional competence across all PPST domains, including content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessing and reporting, and professional development and personal growth. Most teachers obtained Outstanding ratings, particularly in assessing and reporting and learning environment domains, while some variability is observed in curriculum and planning. These findings imply that although overall competence is high, targeted support is needed to address inconsistencies in instructional planning. To address this, targeted coaching and mentoring in lesson planning should be strengthened to ensure greater alignment of objectives, activities, and assessments. Structured collaborative planning sessions may also help teachers standardize effective instructional design practices. Sustained technical support from school leaders can further enhance consistency and quality in curriculum implementation.

Table 6 Teachers' Instructional Competence Based on IPCRF Ratings

Domains	Outstanding (O)		Very Satisfactory (VS)		Satisfactory (S)		Unsatisfactory (US)	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Content Knowledge and Pedagogy	96	80	13	10.83	11	9.17	-	-
Learning Environment and Diversity of Learners	99	82.5	21	17.5	-	-	-	-

Curriculum and Planning	92	76.67	14	11.67	2	1.67	12	10
Assessing and Reporting	107	89.17	13	10.83	-	-	-	-
Professional Development and Personal Growth	99	82.5	14	11.67	7	5.83	-	-

Relationship between the Extent of Instructional Supervision Practices and the Level of Teachers' Instructional Competence. The analysis shows that among the domains, content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessing and reporting, and professional development, only curriculum and planning has a significant relationship with instructional competence ($\rho = -0.186$, $p < 0.05$). The negative correlation indicates that increased supervision is directed toward teachers with lower competence in this domain. This implies that supervision functions more as a remedial mechanism, highlighting the need for a more proactive and developmental supervisory approach.

Table 7 Test for Significant Relationship between the Extent of Instructional Supervision Practices and the Level of Teachers' Instructional Competence

Instructional Supervision Practices	Level of Teachers' Instructional Competence		Remarks
	ρ	p-value	
Content Knowledge and Pedagogy	.101	.274	Not Significant
Learning Environment and Diversity of Learners	-.068	.463	Not Significant
Curriculum and Planning	-.186*	.042	Significant
Assessing and Reporting	.131	.155	Not Significant
Professional Development and Personal Growth	-.028	.763	Not Significant

*Correlation is significant @ 0.05 level

Challenges Encountered by the Respondents. This section explores the actual challenges that teachers and school leaders face during instructional supervision and in developing strong teaching skills. It looks closely at the everyday difficulties respondents experience, both in overseeing classroom instruction and in striving to be effective educators.

Instructional Supervision Practices. The findings indicate that challenges in instructional supervision are sometimes experienced ($WM = 2.70$), across indicators such as coaching teachers with limited content mastery, conducting classroom observations, monitoring ICT integration, addressing learner needs, managing behavior, collaborating with stakeholders, ensuring curriculum alignment, using assessment data, strengthening community linkages, and accessing CPD resources. The most significant challenge is coaching teachers with insufficient content mastery (3.57), while ICT integration and curriculum alignment (2.00) are least problematic. These results imply the need for strengthened content-focused mentoring and improved professional development support.

Table 8 Challenges Encountered by the Respondents along Instructional Supervision Practices

Indicators	Weighted Mean	Interpretation
Difficulty providing coaching to teachers who lack mastery of subject content.	3.57	OE

Insufficient classroom observations due to heavy administrative workload.	2.86	SoE
Difficulty monitoring the integration of 21st-century skills and ICT in lessons.	2.00	SeE
Limited resources to address physical, psychological, and socio-emotional needs of learners.	2.86	SoE
Challenges in addressing behavioral issues that negatively affect the learning environment.	2.71	SoE
Insufficient collaboration with parents and stakeholders to support learners with special needs.	2.86	SoE
Difficulty ensuring that teachers' lesson plans are aligned with the MELCs and curriculum guides.	2.00	SeE
Challenges in using data from assessments to guide instructional decisions and interventions.	2.43	SeE
Weak linkages between school and community that could support instruction (e.g., resources, programs).	3.14	SoE
Limited opportunities or funds for high-quality CPD and INSET programs.	2.57	SeE
Overall Weighted Mean	2.70	SoE

Rating Scale:	Descriptive Interpretation:
4.20 – 5.00 -	Always Experienced (AE)
3.40 – 4.19 -	Often Experienced (OE)
2.60 – 3.39 -	Sometimes Experienced (SoE)
1.80 – 2.59 -	Seldom Experienced (SeE)
1.00 – 1.79 -	Never Experienced (NE)

Teachers' Instructional Competence. The results show that challenges in teachers' instructional competence are seldom experienced (WM = 2.45), across indicators including content mastery, integration of HOTS, classroom management, resource availability, differentiated instruction, understanding learner contexts, lesson planning, assessment practices, workload management, and access to CPD. The most notable concern is limited access to professional development (2.69), while content mastery (2.13) remains the least concern. This implies that enhancing access to continuous professional development is essential to sustain and further improve teacher competence.

Table 9 Challenges Encountered by the Respondents along Teachers' Instructional Competence

Indicators	Weighted Mean	Interpretation
Insufficient mastery of subject matter, leading to difficulty in addressing learners' misconceptions.	2.13	SeE
Difficulty integrating higher-order thinking skills (HOTS) and inquiry-based learning.	2.38	SeE

Classroom management issues, especially with large, heterogeneous classes.	2.40	SeE
Inadequate resources to create physically and psychologically safe learning spaces.	2.53	SeE
Difficulty differentiating instruction to meet diverse learner needs (fast, average, struggling learners).	2.59	SeE
Limited background knowledge about learners' cultures, contexts, and profiles.	2.50	SeE
Insufficient time or skill in preparing detailed lesson plans that integrate assessment, strategies, and materials.	2.28	SeE
Over-reliance on traditional tests, with limited use of performance-based assessments.	2.33	SeE
Challenges in managing professional responsibilities and paperwork, impacting the quality of planning and teaching.	2.66	SoE
Lack of access to relevant CPD (seminars, workshops, coaching).	2.69	SoE
Overall Weighted Mean	2.45	SeE

Rating Scale:	Descriptive Interpretation:
4.20 – 5.00 -	Always Experienced (AE)
3.40 – 4.19 -	Often Experienced (OE)
2.60 – 3.39 -	Sometimes Experienced (SoE)
1.80 – 2.59 -	Seldom Experienced (SeE)
1.00 – 1.79 -	Never Experienced (NE)

Proposed Intervention to Enhance Instructional Supervision Practices and Teachers' Level of Competence. The study shows that while instructional supervision and teachers' skills in public schools in San Vicente-San Lorenzo Ruiz District are generally working well, there are still some important issues that make teaching and learning harder. Supervision is usually seen as effective, but there is a small negative link in the area of Curriculum and Planning. This means supervision often reacts to problems instead of preventing them. School leaders and teachers say they struggle with things like helping teachers who aren't confident in their subjects, not having enough chances for professional growth, dealing with too much paperwork, and keeping lessons on track with the curriculum. All of these challenges make it harder to keep improving how teachers teach. Correlation analysis further suggests that challenges in Curriculum and Planning are strongly linked to how supervision is implemented, highlighting the need for a more structured and supportive supervisory approach that prioritizes instructional development over compliance monitoring. These findings informed the development of SUSTAIN or Strategic Upskilling and Supervisory Transformation for Advanced Instructional Networks, a two-day school-based seminar designed to strengthen instructional supervision and enhance teachers' competence aligned with the PPST, particularly in Curriculum and Planning. The seminar focuses on shifting supervision from a reactive model to a collaborative and coaching-oriented approach through instructional coaching cycles, differentiated supervision based on IPCRF results, and collaborative curriculum mapping aligned with the Most Essential Learning Competencies (MELCs).

Key components of the intervention include the Differentiated Instructional Coaching Framework (DICF), Curriculum Alignment and Planning Enhancement Workshop, and Data-to-Action Initiative, all aimed at improving teachers' instructional decision-making and lesson design. The program also strengthens Continuing Professional Development (CPD), Learning Action Cells (LAC), and peer mentoring to sustain professional learning beyond the seminar. To address workload-related constraints, the intervention introduces practical strategies such as digital tools for supervision, task delegation, and flexible observation methods like video-based classroom review. Overall, the SUSTAIN Seminar is expected to enhance supervisory effectiveness in the short term and promote a long-term culture of instructional coaching, improved curriculum alignment, and higher teaching competence.

CONCLUSIONS

The findings of this study show that instructional supervision practices among school leaders in the SV-SLR District are consistently and effectively carried out across all PPST domains. School leaders displayed strong supervisory skills in areas such as content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessing and reporting, and professional development and personal growth. This suggests that school leaders actively fulfill their instructional leadership roles by guiding, monitoring instructional processes, and supporting teachers to provide quality education. The high level of supervision also reflects the district's commitment to maintaining instructional standards and encouraging accountability among teachers.

The study revealed that teachers in the SV-SLR District have a high level of instructional competence, as seen in their performance evaluations. Most teachers showed strong abilities in classroom instruction, assessment, classroom management, and professional engagement. This indicates that teachers are generally effective at facilitating learning and meeting the curriculum's demands. However, some inconsistencies were found in curriculum and planning, suggesting that certain teachers may need more support in lesson preparation and alignment to ensure consistency across all subjects.

The findings also indicated that instructional supervision practices were significantly related only to the curriculum and planning aspects of teachers' instructional competence. This suggests that supervision has a more direct impact on teachers' ability to plan lessons, organize activities, and align instruction with curriculum standards. Other areas of instructional competence did not show significant relationships with supervision practices. This implies that those areas may be influenced by other factors, such as teaching experience, motivation, training opportunities, and personal growth. The results point to the importance of targeted supervision, especially in enhancing curriculum implementation and instructional planning.

The study identified several challenges encountered in instructional supervision and teachers' competence. School leaders struggled with coaching teachers who had limited mastery of content, while teachers faced issues with access to ongoing professional development. Despite these challenges, they were generally seen as manageable and not serious enough to significantly disrupt instructional delivery and supervision. These findings suggest that while the district has effective instructional systems, there is still a need for ongoing support to strengthen teacher capability and instructional leadership.

In conclusion, the study shows that the SV-SLR District has built a solid foundation in instructional supervision and teacher competence through consistent supervision and effective teaching. However, the findings also highlight the need for better support in curriculum and planning, reflective teaching practices, and access to professional development. The proposed intervention program named SUSTAIN may address these needs by providing targeted activities that improve instructional supervision, curriculum implementation, and teacher professional growth. Through ongoing collaboration between school leaders and teachers, the district can further enhance instructional quality and create a more effective learning environment for all students.

RECOMMENDATIONS

Based on the study's findings, it is recommended that public secondary schools in the SV-SLR District take a clear and strategic approach to strengthening instructional supervision and improving teachers' skills. School

leaders may enhance their instructional supervision practices by providing more specific, research-based feedback that directly supports teachers' classroom work. They may also promote learner-centered methods that foster student autonomy, engagement, and meaningful participation. Opportunities for reflective teaching may be built into the system through structured coaching, mentoring, and professional learning discussions. This will help teachers continually assess and improve their teaching methods. Teachers, in turn, may maintain their high level of instructional competence by actively engaging in continuous professional development and collaborative learning opportunities. They may particularly focus on improving curriculum planning and instructional design to ensure consistency in teaching across all subject areas. Since the null hypothesis was not rejected, school leaders may increase their supervision efforts in curriculum planning, where a significant relationship exists. They may also encourage teachers, with strong administrative support, to adopt alternative growth strategies such as peer mentoring, collaborative teaching, and active participation in Learning Action Cells (LACs) to improve other skills not directly influenced by supervision. To address existing challenges, school leaders may provide targeted coaching for teachers who struggle with content mastery. They may also reduce administrative workloads to free up more time for instructional supervision. Strengthening partnerships with stakeholders and expanding access to quality professional development initiatives, including seminars, workshops, and in-service training, is also essential. Moreover, it is highly recommended that school heads work with master teachers and district supervisors to design and implement a structured Instructional Supervision Enhancement Program. This program may include systematic coaching and mentoring, regular LAC sessions, ongoing professional development opportunities, promotion of reflective teaching practices, and the use of data-driven decision-making to guide instructional improvements. Lastly, future researchers are encouraged to repeat this study in other districts or divisions to confirm the findings and to explore additional factors that may influence the relationship between instructional supervision and teachers' skills. This will help build a stronger and more general understanding in the field.

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