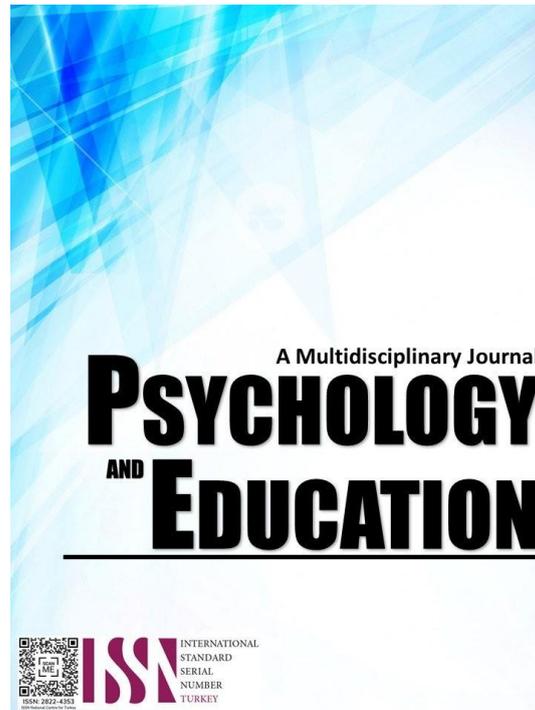


**SECONDARY SCHOOL HEADS' INSTRUCTIONAL
SUPERVISION PRACTICES CORRELATE TO
TEACHERS' COMPETENCIES AND
WORK COMMITMENT**



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Secondary School Heads' Instructional Supervision Practices Correlate to Teachers' Competencies and Work Commitment

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Abstract

This study aims to determine the correlation between the secondary school heads' instructional supervision practices, teachers' competencies, and work commitment in selected secondary schools in the Division of Rizal and Antipolo City during the School Year 2022-2023. The method of research used was the mixed research methods, including quantitative using survey questionnaire and qualitative using focused-group discussion. The respondents of the study included 152 school heads and 380 teachers who were chosen using stratified random sampling. The statistical tools used to treat the data were the weighted mean, z-test, pearson r coefficient and correlated t-test. The study found out that the extent of the secondary school heads' instructional supervision practices was Highly Extent (HE) with the grand weighted mean of 3.44 as perceived by the teacher respondents and Very High Extent (VHE) as perceived by the school heads with the grand weighted mean of 3.50; the level of teachers' competencies was Highly Competent (HC) as perceived by the teachers and school head respondents as evidenced by the grand weighted mean of 3.39 and 3.41; and the level of teachers' commitment was Very Satisfied. The study suggested a capability training program for the secondary school heads.

Keywords: *instructional supervision practices, teachers' competencies, and work commitment*

Introduction

Education is an indispensable means of transmitting the skills and knowledge that are required by individuals to fully participate and contribute to the development of economic, social, and political activities of any country. The school head of secondary school, as such, he is the manager and administrator of the school. It is the responsibility of the school heads to provide instructional supervision which entails ensuring high quality teaching and learning by supervising instructional program and ensuring effective use of instructional time to foster the attainment of educational goals and objectives. Cardno et, at. (2019) claimed that school heads practice instructional supervision, which is considered important in improving teachers' curriculum delivery capacity, which ultimately enhances learners performance.

Globally, school heads' instructional supervision is critical to the development and sustainability of successful schools. Effective instructional leaders successfully influence others to utilize appropriate instructional practices with their exceptional knowledge of the relevant subject matter (Grace Chabalala, Parvatthy Naido, Stuly, 2021). As a result, the recognition clarifies the role of a school principal in the transformation into an instructional leader before they play a key role in enhancing teachers' work commitment, which may contribute to organizational

success. Becoming an instructional leader is heavily emphasized in many different nations around the world (Hallinger 2018; Ng 2019).

In the Philippine Education System, instructional supervision is an important function of school administration. It is located at different levels of the superstructure that set up the schools. The Department of Education is set up as well to monitor the activities of the school and teachers to ensure quality supervision. Therefore, supervision is one of the administrative tasks in any school. There had been informal forms of instructions, which involve the "handing" down of wisdoms from the old to the young, even at this level, such activities are supervised.

School heads can enhance the ability of the teachers through instructional supervision. This is the process of providing guidance and support to teachers. It is the continuous monitoring of classroom teaching with the aim of not only promoting professional practices but also enhancing professional development in a collegial and collaborative style. On the other hand, teachers have to know who and what to follow. If there is no one leading, they will follow their own understanding, which in some cases, is not the best way to lead instruction. As an instructional leader, he must be able to be a leader of instruction and lead his school in instruction and reap the benefits of students' success.

As it can improve the caliber of educational

organizations, instructional supervision is a crucial component of educational management (Maldrine, Kiplangat, 2020). School head's instructional supervision behaviors were one of the factors that significantly impacted the teachers' level of work commitment. Supervising duties such as setting goals for performance and providing constructive feedback result in job satisfaction and over-all school improvement. Moreover, school head's instructional supervision is a contributory factor to teachers' work performance (Baluyos, et, al., 2019). The topic of leadership that will be looked at in this paper is instructional leadership, which Robinsons and Gray (2019) say is still a major issue in educational leadership. This is because research conducted over the past three decades has shown how important instructional leadership is to improve the efficiency of school administration and operation. Additionally, successful school leaders have been associated with those who have invested a sizable percentage of their time and effort in teaching and learning activities, according to the literature on school performance.

Overall, the abovementioned reasons emphasized the importance of instructional supervision in enhancing instruction and learning in schools. It discussed how crucial it is for school heads to implement efficient instructional supervision in order to support teacher professional development. With the foregoing discussions, the researcher thought that there was a need to determine the school heads' instructional supervision practices because school heads play an important role in providing instructional leadership in promoting and enhancing teachers' competencies. In this study, the researcher aims to contribute to Psychology and Education by finding the correlation between the secondary school heads' instructional supervision practices, teachers' competencies, and work commitment.

Research Questions

This study aimed to determine if the secondary school heads' instructional supervision practices correlate to teachers' competencies and work commitment in selected secondary schools in the Division of Rizal and Antipolo City during the School Year 2022-2023. Specifically, it sought answers to the following questions:

1. What is the extent of secondary school heads' instructional supervision practices as perceived by the teacher and school head respondents with respect to the following aspects:

1.1 Contextualization and implementation of

learning standards;

1.2 Teaching standards and pedagogies;

1.3 Teacher performance feedback;

1.4 Learner achievement;

1.5 Learning assessment;

1.6 Learning environment;

1.7 Career awareness and opportunities and

1.8 Learner discipline?

2. Was there any significant difference between the perceptions of the two groups of respondents on the school heads' level of instructional supervision practices?

3. What was the level of the teachers' competencies as regards the following dimensions as perceived by the teacher and school head respondents:

3.1 Content Knowledge and Pedagogy;

3.2 Learning Environment;

3.3 Diversity of Learners;

3.4 Curriculum and Planning;

3.5 Assessment and Reporting;

3.6 Community Linkages and Professional Engagement and

3.7 Personal Growth and Professional Development?

4. Was there any significant difference between the perceptions of the two groups of respondents on the level of teachers' work competencies?

5. What was the level of teachers' work commitment as perceived by the teacher and school head respondents in terms of the following dimensions:

5.1 School Organization;

5.2 Teaching Profession; and

5.3 Students?

6. Was there any significant correlation between the extent of the secondary school heads' instructional supervision practices and the level of teachers' competencies?

7. Based on the findings of the study, what capability training program was developed for the school heads?

Literature Review

Instructional Supervision

Northouse (2019) described leadership as an influencing process that helps a group of people achieve their goals. Researchers have been paying increasing attention to the study of instructional supervision over the past 20 years, and it has taken center stage for a number of organizations (Abu Nasra and Arar; 2020). However, a review of previous studies on secondary school principals found that instructional supervision in Asia was still in its infancy and that additional empirical research was needed to advance the field in Asian contexts (Harris et al.

2018). Furthermore, effective supervision is considered as an indicator of school effectiveness, because supervision of teachers is considered as a major factor affecting the academic performance of the students (Donkoh and Baffoe,2018).

In addition, Fowler and Walter (2020) accepted the multiple conceptualizations of instructional leadership, as literature has shown, and further affirmed that this practice can be perceived either narrowly or broadly. The narrowness or broadness can be perceived from two angles, that is, in terms of factors and content, on the one hand, in terms of context and purpose, on the other. Instructional supervision is the process of assisting teachers in the form of guidance, direction, stimulation, or other development activities to develop and improve the teaching and learning process and situation for a better one cited by Maisyarah (2021).

Likewise, Keen evaluation and monitoring of the teaching process by school heads is emphasized (Jorge, 2019). Instructional supervision gives constant reminders to teachers of their daily obligations the fact that they are key in sustaining effective teaching. This was prompted by public concerns over the declining academic standards in secondary schools which was attributed to ineffective teaching and low learners' outcomes.

Supervision is a backbone of educational improvement necessary to help educators and educational administrators in doing their jobs in a better fashion. Supervision is needed in education to ensure uniformity and effectiveness in teaching and serves as a tool to promote teaching and learning in schools. It involves various fruitful themes of checking, inquiry, factfinding, keeping, guidance, direction, survey, correction, prevention, inspiration, diagnosis, improvement, and quasi as mentioned by Abbas (2022).

Moreover, Instructional leadership practices focused staff on teaching and learning, inspired teacher belief in the achievement of all students, built teacher capacity and commitment to change, provided practical assistance in developing faculty knowledge and instructional skills, and created school conditions for teacher potential to meet the needs of all students (Hallinger, Hosseigholized, Hasheime, Kouhsari, 2018).

Work Commitment

According to Nafis et al. (2019), the philosophy of future educational development is education organized by a teacher's dedication to teaching and the student's

willingness, initiative, and creativity. Additionally, according to Crisci et al. (2018), job satisfaction is a favorable emotional state brought on by a person's enjoyment of their professional experience. Teachers' motivating beliefs and work commitment are significantly impacted by increasing job satisfaction. Aspects pertaining to teachers are connected to their wellbeing and the general reputation or quality of teachers. School administrators need to devise a solid strategy for raising teachers' levels of work commitment. In this case, the teacher will work to advance the profession and the school's desired goal and vision will be realized.

Commitment alludes to a demeanor or mental state that describes the connection between a worker with their boss and eventually affects their willingness to remain or leave the institution (Kotze and Nel,2020). Specifically, educator commitment mirrors educators' feeling of loyalty and attachment to the organization they work at and has been proven to be a significant indicator for various learning and mental results. As explained by Shuk (2022), committed educators focus more on their work, emphasize achieving school objectives, and remain in school. Moreover, teacher commitment was discovered to be associated with instructional presentation, absenteeism, burnout, and turnover.

Work commitment is highly related to the work performance of teachers. It is profoundly contributing to the future of students and schools. It affects students' academic performance and attitudes toward education. Thus, it can be external to the teacher and require a dedication to the school or institution, pupils, classroom work, and the career of teaching (Baloran & Hernan,2020). As discussed by Suarni (2022), teacher's commitment affects the success of education and schools in the future. Teacher's commitment to school is considered to affect teacher performance. Committed teachers always make every effort to advance students' professional competence by providing them with a quality learning environment. Committed teachers will make an effective contribution to student achievement, encouraging their students to be well educated.

As mentioned by Suarni (2022), teachers with a high commitment to their profession and school will try harder to ensure student success and will more easily adapt to the goals and values of the school. Moreover, teachers with a high level of commitment will be more loyal to the school where they work, if good working conditions are provided for committed teachers, the effectiveness of educational organizations will produce



positive consequences for schools and student achievement will increase.

Teacher work commitment affects both student outcomes and job satisfaction, and that characteristics like job autonomy, encouraging leadership, and teacher collaboration can have an impact on both variables. Additionally, job building could be a useful tactic for teachers to boost their level in engagement at work (Wang & Chen 2021).

Moreover, Wang et.al (2020) reiterated that work commitment among university professors might be strongly influenced by job features. The results highlight the value of giving teachers job features that support their feeling of autonomy, feedback, and task significance, which can boost job satisfaction and commitment to the profession. They emphasize the significance of boosting teachers' self-efficacy, which can operate as a safeguard against unfavorable workplace traits that might reduce job satisfaction and work commitment.

Teachers' Competence

Teaching competence will be demonstrated by the teacher's ability to manage the classroom effectively using a variety of pedagogical knowledge and abilities (Depaepé & König, 2018). Competent teachers make students' learning advance by watching, assessing, analyzing, and anticipating students' educational needs. Furthermore, the teacher's professional development takes place in a continuum from beginning to exemplary practice. The proficiency of teachers is identified as the beginning teachers, proficient teachers, highly skilled teachers, and distinguished teachers (Department of Education, 2017).

Likewise, teachers need professional competence development. As cited by Farinhin (2022) which states that the competence of teachers to manage the learning environment and motivate pupils to develop solid reasoning skills is the most important aspect that determines the quality of education management. Teacher competencies can be classified into four categories: (1) personality and professional development; (2) content knowledge, pedagogy, and curriculum; (3) comprehending and contributing to the development of the educational system; and (4) value in student care. Competency grouping is carried out to encourage a linking of teacher's attitudes to quality standards, especially in essential pedagogical competencies (Ybyraimzhanov et al., 2020). Maklasa (as cited in Fadriati et al., 2020) said that teacher

competency standards are established based on four crucial competencies: pedagogical, personality, social, and professional. The four components are core competencies of teacher professionalism (Farihin, 2021).

Teachers must be professional to develop the teaching and learning process in light of the rapid advancement of technology and science. In practice, educators must have exceptional skills in preparing lesson plans that are oriented to the needs and abilities of students (Babinski et al., 2018; Cappa, 2020; Krzychała, 2020). Syahroni et al. (2020) said that the skills of teachers in adapting information technology and the internet in a curriculum are essential points in achieving educational goals in the era of globalization. Therefore, the integration between education and information technology has begun to become a focus in various programs to improve the quality and professionalism of teachers. These programs include improving teacher skills in operating e-learning applications, developing e-learning modules, and even utilizing social media platforms in the learning process (Kuncahyono & Kumalasani, 2019; Myori et al., 2019; Suhandiah et al., 2019). According to Kusen et al. (2019) said that improving the quality of teachers in intellectual and creative aspects is a significant point in the more applicable teaching and learning process in the era of globalization.

To achieve successful student results, good instructional planning must be implemented. According to Cuñado and Abocejo (2019), instructional plans can help qualified teachers develop into competent and effective teachers who can change the way students learn. The teachers are also involved in the planning of the lesson and its impact on the student after the lesson is over (Arslan & Karamese, 2018).

When evaluating a teacher's teaching proficiency, there are some restrictions to take into account. These were measured by their capacity to do the following:

- a) create a thorough, well-structured, and well-thought-out learning plan that includes a variety of teaching methods and class activities;
- b) incorporate the use of various resources, technology, or instructional materials to facilitate learning;
- c) create opportunities for the maximum participation of students; and
- d) provide suitable assessment tools as indicated in the learning plan.

Methodology



The study used mixed research methods, including quantitative using the survey questionnaire and qualitative using focused group discussion. The descriptive-quantitative design was used to identify the school heads' instructional supervision practices and the level of teachers' competencies. According to McCombes (2019), descriptive research aims to accurately and systematically describe a situation. It involves the description, recording, analysis, and interpretation of the present nature, compositions, or processes of phenomena. This study is descriptive because the study used a quantitative design by which numerical data was collected in gathering information. The researcher used descriptive-correlation through the survey approach since it was the most appropriate design in the study. Questionnaires were used in gathering the data and as the basis of assessing and measuring the existing relationship among the variables. Moreover, the qualitative design was also used to identify teachers' work commitment through focused group discussion. One field under phenomenological research. This approach allows the researcher to frame significant themes from participants' narratives and descriptions regarding the phenomenon (Sanders, 2003).

Participants

The participants in this study were composed of 152 school heads and 380 teachers from the Division of Rizal and Antipolo. The school heads and teachers were chosen using stratified random sampling. With the use of Sloven's formula, the researcher was able to come up with the number of teacher respondents in each school. There were 138 school head respondents from the Division of Rizal and 14 school head respondents from the Division of Antipolo. On the other hand, 254 teacher respondents were from the Division of Rizal and 126 from the Division of Antipolo.

Instruments of the Study

The instrument used by the researcher was the survey Questionnaire which was adapted from the Philippine Professional Standards for School Heads (PPSH) and Philippine Professional Standards for Teachers (PPST) intended for the school heads and teacher respondents. The questionnaire was composed of four parts: Part I elicited personal information from the respondents like designation and school. Part II included indicators to determine the extent of instructional supervision practices of school heads in terms of contextualization and implementation of learning standards, teaching standards and pedagogies, teacher performance

feedback, learner achievement, learning assessment, learning environment, career awareness and opportunities and learner discipline. Part III sought the level of teachers competencies in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Part IV sought the level of teachers' work commitment through focus group discussion using semi-structured questionnaire in terms of the following dimensions namely school organization, teaching profession, and students.

Procedure

The research study was conducted following a systematic procedure. The researcher first requested for permission from the Schools Division Superintendents of Rizal and Antipolo. The researcher went through proper channels, he submitted first the request letter to the Schools Division Superintendent on the conduct of his research. After the request was granted, he asked for the assistance of the statistician in identifying the respondents. Then, he reproduced the questionnaires and distributed them to the respondents. He personally administered the hard copy and soft copy of the questionnaire with the assistance of the school heads. The respondents from the Division of Rizal and Antipolo were personally reached out to administer the questionnaire which took him 2 months doing it even the retrieval of the questionnaires from the respondents. For the focus group discussion, the researcher talked to the target participants and explained to them the nature, objective, and significance of the study. Two focus groups were created. One group for the teacher respondents and one for the school head respondents. This focus group was composed of ten (10) participants who underwent a focus group discussion (FGD). The date, time, and venue of FGD were negotiated with the participants based on their own convenience. The retrieval of the survey questionnaire was made easy through the help of some of his friends from the school respondents. After all the questionnaires were retrieved and consolidated, he tallied all the responses carefully to arrive at their respective frequencies. These were then treated statistically using the appropriate tools.

Ethical Considerations

The study was conducted following the approval of the Schools Division Superintendent. It is conducted following the Research Ethics Guideline and the data



privacy act. A formal letter of conducting the study is obtained. Written consent is also obtained from each participant following a clear explanation of the goal of the study.

Results

Table 1. *The extent of the Secondary School Heads' Instructional Supervision Practices as Perceived by the Teachers and the School Head Respondents*

Aspects	Respondents			
	Teachers		School Heads	
	OWM	VI	OWM	VI
Contextualization and implementation of learning standards	3.44	HE	3.54	VHE
Teaching standards and pedagogies	3.46	HE	3.66	VHE
Teacher performance feedback	3.44	HE	3.41	HE
Learner Achievement	3.42	HE	3.43	HE
Learning Assessment	3.41	HE	3.53	VHE
Learning Environment	3.50	VHE	3.52	VHE
Career Awareness and Opportunities	3.44	HE	3.41	HE
Learner Discipline	3.41	HE	3.52	VHE
Grand Weighted Mean	3.44	HE	3.50	VHE

The data in the table show that the teacher respondents perceived the extent of the secondary school heads' instructional supervision as Highly Extent (HE). On the other hand, school head respondents perceived the extent of instructional supervision as Very High Extent (VHE). School heads rated indicators a,b, e,f and h with highest weighted means of 3.54,3.66, 3.53 and 3.52, respectively.

These findings imply that there is already appropriate skills of the school heads in providing instructional supervision with regards to contextualization and implementation of learning standards, teaching standards and pedagogies, teacher performance feedback, learner achievement, learning assessment, learning environment, career awareness and opportunities and learner discipline but these are not yet enough to respond to the needs of the teachers. The data on the teacher performance, learner achievement and career and awareness opportunities as perceived by the school heads indicate that there is a need for the training on these areas of instructional supervision.

Relative to the said results, the study of Ampofo et.al

(2019) revealed that direct teacher supervision from school heads is a factor in how well teachers perform in their roles. As a result, greater lesson delivery and planning supervision would result in higher performance from teachers in their roles.

Table 2. *Test of Difference in the Perception of the Two Groups of Respondents on the School Heads' Level of Instructional Supervision Practices*

Aspects	Teachers		School Heads		Computed z Value	Decision	Interpretation
	OWM	s	OWM	s			
Contextualization and implementation of learning standards	3.44	0.55	3.54	0.48	2.01	Reject the H ₀	Significant
Teaching standards and pedagogies	3.46	0.55	3.66	0.43	4.52	Reject the H ₀	Significant
Teacher performance feedback	3.44	0.52	3.41	0.52	0.52	Fail to Reject the H ₀	Not Significant
Learner Achievement	3.42	0.52	3.43	0.52	0.21	Fail to Reject the H ₀	Not Significant
Learning Assessment	3.41	0.55	3.53	0.53	2.42	Reject the H ₀	Significant
Learning Environment	3.50	0.49	3.52	0.51	0.45	Fail to Reject the H ₀	Not Significant
Career Awareness and Opportunities	3.44	0.51	3.41	0.59	0.44	Fail to Reject the H ₀	Not Significant
Learner Discipline	3.41	0.53	3.52	0.53	2.20	Reject the H ₀	Significant

Table 2 presents the test of difference in the perception of the two groups of respondents on the school heads' level of instructional supervision practices. It is depicted that the perceptions of the teachers and school head respondents on the School Heads' Level of Instructional Supervision Practices pertaining to Contextualization and Implementation of Learning Standards, Teaching Standards and Pedagogies, Learning Assessment and Learner Discipline reveal significant differences with the corresponding computed z values which are greater than the critical z value.

This implies that the respondents' perceptions vary significantly except for Teacher performance feedback, Learner Achievement, Learning Environment, and Career Awareness and Opportunities. The implications of these findings suggest that there may be areas where teachers and school heads need to collaborate more closely to improve instructional supervision practices, specifically in areas where their perceptions differ significantly. On the other hand, the agreement in perceptions on other aspects suggests that these areas may already be working well or do not require significant attention.



The findings support the study of Lang (2019) which found out that the school administrators concurred to a certain extent with how they communicate school goals, oversee and evaluate instruction, track student progress, protect instructional time, reward teachers, and give professional growth.

Table 3. Respondents' Perceptions on the Extent Level of the Teachers' Competencies

Dimensions	Respondents			
	Teachers		School Heads	
	OWM	VI	OWM	VI
Content Knowledge and Pedagogy	3.40	HC	3.38	HC
Learning Environment	3.47	HC	3.48	HC
Diversity of Learners	3.26	HC	3.25	HC
Curriculum and Planning	3.39	HC	3.46	HC
Assessment and Reporting	3.40	HC	3.43	HC
Community Linkages and Professional Engagement	3.42	HC	3.40	HC
Personal Growth and Professional Development	3.41	HC	3.46	HC
Grand Weighted Mean	3.39	HC	3.41	HC

Table 4. Test of Difference in the Perception of the Two Groups of Respondents on the Level of Teachers' Work Competencies

Aspects	Teachers		School Heads		Computed z Value	Decision	Interpretation
	OWM	s	OWM	s			
Content Knowledge and Pedagogy	3.40	0.49	3.38	0.45	0.66	Fail to Reject the Ho	Not Significant
Learning Environment	3.47	0.50	3.48	0.48	0.35	Fail to Reject the Ho	Not Significant
Diversity of Learners	3.26	0.61	3.25	0.61	0.28	Fail to Reject the Ho	Not Significant
Curriculum and Planning	3.39	0.57	3.46	0.52	1.32	Fail to Reject the Ho	Not Significant
Assessment and Reporting	3.40	0.53	3.43	0.53	0.58	Fail to Reject the Ho	Not Significant
Community Linkages and Professional Engagement	3.42	0.53	3.40	0.51	0.38	Fail to Reject the Ho	Not Significant
Personal Growth and Professional Development	3.41	0.54	3.46	0.49	0.91	Fail to Reject the Ho	Not Significant

Table 4 presents the test of difference in the perception of the two groups of respondents on the level of teachers' work competencies as regards the seven

aspects, namely: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement and personal growth and professional development.

As depicted in table, the perceptions of the teachers and school head respondents on the Level of Teachers' Work Competencies do not indicate significant differences with the respective computed z values which are below the critical z value. This means that the respondents' perceptions are similar.

The implication of these results is that the teachers and school head respondents in the study have similar perceptions of the level of teachers' work competencies with respect to various aspects. This information can be useful in understanding the overall assessment of teachers' work competencies by the teachers and school heads and can provide insights for further improvement in the areas where there may be gaps or challenges.

The findings support the study of Tang & Vinitwatanakhun (2021) which found out that the teachers at Thailand, had strong perceptions of their leadership potential and competence.

Table 5. The level of teachers' commitment as perceived by the teacher and school head respondents in terms of school organization, teaching profession, and students.

Work Commitment Dimensions	Theme
School organization	Collaboration with colleagues and superiors
Teaching profession	passion and dedication
Students	adaptability and flexibility Knowledge and expertise

The result and discussion section were presented with identifying themes from participants' narratives vis-à-vis the research questions. According to Lochmiller (2021) themes which are usually shared by the participants can be used to analyze the data. It is found out that the identified themes were congruent to the research questions as follows: 1. Collaboration with colleagues and superiors 2. Passion and dedication 3. Adaptability and flexibility 4. Knowledge and expertise Interpretation of these themes with selected verbal protocols from the participants were provided to demonstrate their perceptions on the teachers' level of work commitment.

Collaboration with colleagues and superiors

Teachers enjoy working with their co-workers and co-teachers. They like their work and the teaching profession as well as positive effects on their work performance. This led to increased job satisfaction among them, revealing teaching as the noblest profession (Mallillin, 2019).

As one of the school head participants commented, *“Teachers are very happy and satisfied when they collaborate like leading during community service, feeding program, election leader and joining town fiesta”*. (School head participant 1)

Another school head participant shared his perception. He said: *“They are happy when they go out and look for their missing students”* (School head participant 2)

During the focus group discussion with the teachers, one of the teacher participants shared her personal perception. She said: *“I led the English teachers on the English Department activities this makes me proud as a newly hired teacher.”* (Teacher participant 1)

Another teacher participant responded: *“As a coordinator, I collaborate with my co-teachers in conducting activities involving the internal and external stakeholders.”* (Teacher participant 3)

According to the responses of the teachers and school heads, it can be inferred that the majority of teachers are content and very satisfied with their work in terms of working collaboratively with peers and superiors. The results demonstrate their strong devotion to the school organization.

This implies that increased job work commitment and retention among teachers can result from a supportive and cooperative workplace environment. Teachers are more likely to be motivated and dedicated to their profession if they feel valued and supported by their coworkers and superiors. As teachers who are satisfied and devoted are more likely to be successful in their teaching techniques, this may result in better outcomes for pupils. These findings support Rachmawati & Suyatno’ study (2021) which found out that work commitment significantly influences teachers’ job satisfaction.

Passion and dedication

One of the most important components of teacher's

effectiveness is their passion and dedication. Their daily sharing of their hearts and souls with their kids in the classroom is evident. Despite difficulties in the classroom, passionate and dedicated teachers continue to help their pupils and act as tools for educating them and advancing their knowledge. They become advocates of reform and innovation in the school system. In fact, the study conducted by Fabelico and Afalla (2020) found that teachers have high levels of grit and self-efficacy, moderate levels of burnout, and very satisfactory teaching performance regardless of age, gender, civil status, number of dependents, educational attainment, length of service, teaching status, and academic rank. This is similar to one of the experiences of the participants as a classroom teacher. She said:

“I am happy with my work in spite of the problems in the public school. I will continue to stay in the profession because of my colleagues and good working environment.” (Teacher respondent 1)

Another teacher participant shared his personal thoughts. He said:

“There are a lot of reasons that motivate me to stay in the profession and one of them is my passion and commitment in teaching. Although there are times that I feel tired because of the paper works and reports that need to be submitted in our school. But at the end of the day, my strong commitment and passion help me to overcome those struggles.” (Teacher respondent 3)

During the focus group discussion with the school heads, one of them shared her perceptions with his teachers. She said:

“Most of the teachers in our school find ways how to cope with the problems that they experienced in the school. They are very resilient and optimistic persons. I could observe those characteristics every time we have “kumustahan” session.” (School head respondent 2)

A positive attitude towards work is also evident in the perception of another participant; he added,

“The teachers in our school always look at the positive view of life. In the LAC session, they shared happy moments they observed in their advisory classes.” (School head respondent 6)

According to the participants’ answers, the teachers show resiliency and optimism in their approach to overcoming obstacles. Despite the challenges they face at work, they remain optimistic about their position. Their interactions with their coworkers demonstrate

this upbeat outlook. Meaning, school heads and teacher respondents perceived that teachers were very satisfied with their work.

The findings imply that teachers' resiliency and optimism can significantly improve their job performance and job satisfaction. When teachers are resilient and optimistic, they are better equipped to cope with the problems they confront at work, which can result in a more positive work environment. This supportive work atmosphere may boost instructors' motivation and job satisfaction, which in turn may improve student outcomes.

The finding is similar to the study of Alonge, et.al (2019) which revealed that there was a significant positive relationship between teachers' fairness, passion for teaching, and secondary school student academic performance. The study had shown that teachers' fairness and passion for teaching had an influence on secondary school students academic performance.

Adaptability and flexibility

Participants were asked how they adapted to the changes and advancements in the teaching profession. One teacher participant said:

"I always attend different trainings and seminars in content and pedagogies in teaching. In spite of my busy schedule, I always find time to attend virtual training. This helps me to adapt to the new trends in education." (Teacher participant 6)

One more participant shared her experiences in order for her to become flexible in her chosen field. She said: *"Personally, I enrolled in graduate school to keep abreast with the teaching advancement and develop instructional skills."* (Teacher participant 7)

The group of school heads was also asked about their perceptions on the level of work commitment of teachers in the teaching profession. One school head participant said:

"I observed that most of the teachers are very willing to attend workshops or trainings in order for them to adapt the new trends in teaching especially during pandemic. They volunteered themselves every time that there is an issuance of memorandum on trainings." (School head participant 3)

Another school head participant shared his observations in the school. He said:

"I have noticed that their attitude of being open to

accept challenges and willing to explore on different tasks assigned to them help them to become flexible in every situation." (School head participant 5)

Most of the participants shared same perceptions on work commitment with regard to adaptability and flexibility. This implies that the participants' similar work commitment experiences with relation to adaptability and flexibility suggest that this is a crucial component of teaching. It demonstrates that instructors value adaptability and flexibility in their instruction and are dedicated to addressing students' needs. Based on the interviews conducted, teacher and school head respondents perceived that teachers are very satisfied in their work commitment.

This finding supports Longhand and Alonzo's study (2018) which found that only teacher adaptability could predict a sub-scale of creativity promoting teaching behaviours. This signals an important relationship between teacher adaptability and teacher effectiveness.

Knowledge and Expertise

The breadth and depth of a teacher's knowledge of a subject area, pedagogy, and the learning process is referred to as their knowledge and expertise. They must be able to plan and execute effective education, evaluate students' progress, give feedback, and foster a supportive and interesting learning environment. For increasing student learning outcomes and making sure that students are sufficiently equipped for future academic and professional efforts, teachers' knowledge and expertise are crucial. This is similar to the experiences of teacher participants. He commented: *"As a classroom teacher, I provide opportunities for practices and feedback. I offer support to struggling students whether inside or outside the school."* (Teacher Participant 2)

The sixth teacher participant shared her thoughts. She said:

"During discussion, I always use differentiated instructions to address individual needs. I see to it that the students learned from the discussion. Also, I always use localized video lessons for the learners to understand the concept in our lesson." (Teacher participant 7)

School head participants have similar thoughts with the teachers experiences. One of them shared his observation:

"I observed that most of the teachers in our school are



very eager to learn trends and innovations in teaching. They always use technology mediated instruction.” (School head participant 4)

Another participant responded with a brief but meaningful statement; he added:

“Teachers in our school strongly believe that they can improve through hard work by trying to learn new different methods in teaching.” (School head participant 8)

School head and teacher respondents shared similar observation on teachers knowledge and expertise. There appears to be agreement regarding the significance of this aspect of teaching based on the similarities in observations made by school head and teacher respondents regarding instructors' knowledge and expertise. It implies that educators, including school heads and teachers, are aware of the crucial role that knowledge and skill play in efficient instruction and positive student learning outcomes.

The findings concur with the study of Gess-Newsome , et.al (2019) which found out that content expert teachers possessed stronger content knowledge than the content experienced teachers.

Table 6. Significant Correlation between the extent of the secondary school heads’ instructional supervision practices and the level of teachers’ competencies.

	Pearson r	Interpretation	Computed t Value	Critical t Value	Decision	Interpretation
Content Knowledge and Pedagogy	0.70	Moderate	19.06	1.97	Reject the H ₀	Significant
Learning Environment	0.71	High	19.60	1.97	Reject the H ₀	Significant
Diversity of Learners	0.60	Moderate	14.58	1.97	Reject the H ₀	Significant
Curriculum and Planning	0.70	Moderate	19.06	1.97	Reject the H ₀	Significant
Assessment and Reporting	0.68	Moderate	18.03	1.97	Reject the H ₀	Significant
Community Linkages and Professional Engagement	0.69	Moderate	18.53	1.97	Reject the H ₀	Significant
Personal Growth and Professional Development	0.65	Moderate	16.63	1.97	Reject the H ₀	Significant

As reflected in Table 6, the Pearson r coefficients (0.70, 0.71, 0.60, 0.70, 0.68, 0.69, 0.65), and the Level of Teachers’ Competencies indicate high and moderate positive correlations or with marked and substantial relationships. Since the computed t values (19.06, 19.60, 14.58, 19.06, 18.03, 18.53, 16.63) are greater

than the critical t value (1.97), the statistical decision is to reject the null hypothesis at a 5% level of significance. As a result, there is a significant relationship between the Extent of the Secondary School Heads’ Instructional Supervision Practices and the Level of Teachers’ Competencies as to Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development.

There is evidence to conclude that the higher the extent of the secondary school heads’ instructional supervision practices as to learner discipline, the higher the level of teachers’ competencies.

The findings imply that there is a positive correlation between the extent of instructional supervision practices of secondary school heads, with a focus on learner discipline, and the level of teacher competencies. This means that when school leaders prioritize instructional supervision and support their teachers in maintaining learner discipline, it can lead to improved teaching practices and higher levels of teacher competence.

Discussion

This study attempted to determine the correlation between the secondary school heads’ instructional supervision practices, teachers’ competencies and work commitment. The instructional supervision competencies will include the following areas: contextualization and implementation of learning standards, teaching standards and pedagogies, teacher performance feedback, learner achievement, learning assessment, learning environment, career awareness and opportunities, and learner discipline. The teachers competencies will include the following areas: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement and personal growth and professional development. The teachers work commitment will include school organization, teaching profession, and students. The descriptive-quantitative design was used to identify the school heads’ instructional supervision practices and the level of teachers’ competencies and the qualitative design was used to identify teachers’ work commitment through focused group discussion. One field under phenomenological research.

Conclusion

The study shows that perceptions of the level of instructional supervision in secondary schools vary between school administrators and teachers. The contextualization and application of learning and teaching standards, pedagogies, teacher feedback, learner accomplishment, assessment, environment, career awareness, and discipline are areas where they differ. These variations point to a potential gap between school heads and teachers in terms of their goals and viewpoints on what constitutes efficient instructional oversight.

On the other hand, the majority of teacher and school head respondents said teachers were very competent in all areas of teaching. This shows that the teachers have essential expertise in subjects, pedagogy, and other teaching-related fields. This high level of proficiency is a promising sign of the teachers' capacity to instruct and support their students in an efficient manner. Both groups believe that teachers are competent in terms of their knowledge of the subject matter and pedagogy, the learning environment, learner diversity, curriculum and planning, assessment and reporting, community links and professional involvement, as well as personal development and professional advancement. With regard to teachers' commitment, teachers are very committed to their work, and both groups expressed a high degree of satisfaction with the way schools are run, with the teaching profession, and with students. This shows that teachers are very devoted to their work and motivated to give their students the best learning opportunities.

Instructional supervision might have a positive impact on teachers' professional growth and capabilities. The results emphasize how crucial it is for school heads to provide instructional supervision so that teachers have the support and direction they need to improve their competencies, which will ultimately result in better teaching and learning outcomes. Therefore, for secondary school heads to strengthen their instructional supervision techniques, a capability training program is necessary. It emphasizes the need for ongoing professional development for school leaders and the necessity for them to be equipped with the information and abilities needed to effectively manage and assist their teachers.

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