

School Administrators' Supervision, Teachers' Competence and Students' Performance

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Abstract

The main thrust of the study was to investigate the relationships among School Administrators' supervision, teachers' competence and students' performance in the first Congressional district in Bohol year 2019-2020. The study employed quantitative correlational and inferential research method design. There were 670 respondents who were school heads, teachers and students in the First Congressional District of Bohol. The purposive sampling technique was used to choose the respondents. The questionnaires were adapted from different researchers and was pilot tested for reliability of the items. Multiple regression analysis was used to see if the profile predicts to the variables and the use of Spearman rank was employed to see if there were relationships among variables. The result showed that there were twenty- two different profession of which BS Psychology has the greatest number of respondents. Majority of them are Teacher II in position. Half of the respondents have been in the service for 2-3 years. While most of the school administrators are already serving 5 years or more. Majority of the teacher respondents and school administrators were having units in MA. In addition, 88.37% of the respondent were LET passer and with teaching certificate. Finally, most of the teacher respondents had undergone less than two training and seminars relative to the subjects handled while school head respondent undergone 48.15% or 6-10 trainings already. The study concludes that highest educational attainment and the number of trainings and seminars attended relative to subjects handled by the teachers was related to teachers' competence. Moreover, teachers' highest educational attainment is related to affect students' performance while the first profession, position, years in service, with LET/teaching certificate was not related to students' performance. However, there is no significant relationship between School Administrators' supervision and teachers' competence. Further, there is a significant relationship between teachers' competence and students' performance. The school head may encourage teachers to continue professional development by enrolling in graduate studies. The school/ division may conduct seminars, trainings or workshops to maintain and enhance teachers' competence. The school may also set schedule for regular feed backing of performance every semester with the direct supervision of the school head. Sharing of best practices from notable and seasoned teachers were recommended.

Keywords: Professional Mobility, School Administrators Supervision, Teachers' Competence, Students' Performance

Introduction

Professional mobility is an important element for the career development of teachers, especially since the young generation is more flexible, competitive and are diverse individuals considering the career change. The present problem on teacher to student ratio in the senior high school is brought about by the shortage of specialized teachers for this level which needs a graduate teacher having specialized degrees like accountancy, skills, engineering, and mathematics among other specializations. DepEd is looking into the possibility of having a partnership with the Commission on Higher Education (CHED) to address such problem in the region by tapping graduates with specialized knowledge.

According to Lamoste et al. (2017), teachers must have more knowledge, deeper command on complex skills and must have to specialize in a certain subject. In a technological vocational course, he or she must undergo internships and trainings. Moreover, the Department of Education points out that the success of any educational system relies on the competence of its

teachers.

However, based from the observation one of the crucial issues of the Department of Education is the lack of competent and specialized teachers in the field of teaching specifically in the Senior High School department. Addressing some concerns regarding the lack of specialized and competent teachers, the Department of Education in the Division of Bohol hires Secondary public-school teacher to teach in the senior high school with or without license provided that they would pass the LET within five (5) years duration.

Thus, the researcher opted to study as to how competent these SHS teachers in the field of teaching that could impact students' academic performance. The role of School Administrators' effective supervision is also given proper consideration since they serve as guide to the latter to effectively carry out the desired outcomes in the teaching and learning process in terms of the delivery of the lesson to the lesson assessment. This also examines the strength of these possible links, to determine the effectiveness of the School Administrators' supervision towards the

teachers' competence.

Research Questions

The primary purpose of the study was to investigate and assess the School Administrators' supervision, teachers' competence and students' performance. Specifically, the study sought to answer the following questions:

1. What is the profile of the teachers in terms of:
 - 1.1. first profession;
 - 1.2. position;
 - 1.3. years of experience;
 - 1.4. highest educational attainment;
 - 1.5. with/without teaching certificate;
 - 1.6. with/without LET; and
 - 1.7. number and title of trainings and workshops relative to subjects handled on enhancing teaching competencies?
2. What is the profile of the School Administrators' in terms of:
 - 2.1. highest educational attainment;
 - 2.2. years of experience; and
 - 2.3. number and title of trainings and workshops relative to school head supervision?
3. What is the level of School Administrators' supervision skills on the following aspect of:
 - 3.1. Leadership;
 - 3.2. Communication;
 - 3.3. Observation; and
 - 3.4. Problem Solving?
4. What is the competence level of the teachers in terms of the following aspects of the:
 - 4.1. Delivery of the lesson;
 - 4.2. Enhancement of learners' motivation;
 - 4.3. Knowledge of the curriculum;
 - 4.4. Classroom management;
 - 4.5. Maximization of instructional time;
 - 4.6. Integration of materials and methodologies;
 - 4.7. Student's interaction, and
 - 4.8. Lesson assessment?
5. What is the students' academic performance?
6. Is there a significant relationship between the following:
 - 6.1. profile of teachers and teacher's competence level;
 - 6.2. profile of teachers and student's performance;
 - 6.3. School Administrators' supervision and teachers' competence level; and
 - 6.4. teachers' competence level and students' performance?

Literature Review

Professional Mobility and Teachers' Competence

To Kumlai (2007), "Professional Mobility is considered an intrinsic character of a worker. It is an inherent individual trait that pushes to decide to career change. He further expounded that "workers with high productivity avoid job change; those with low productivity are likely to undergo involuntary job mobility throughout their career". With no clear career paths after graduation, McCallum & Price (2010) posit that teaching is viewed as a path to other careers.

Professional Mobility refers to transformation of work (from being an engineer, an accountant, a nurse and among others to a licensed professional teacher) driven by the convergence of the need to enhance an organization's workforce capability (the need for basic education under the K to 12 program) in a cost effective way and support an employee's professional development and career aspirations (re-trainings, scholarships, and advanced studies), by taking up the Diploma of Professional Education (DPE) and by proceeding to take a continuing education until the graduate studies.

In the Philippines, professionals who decide to teach are required to enroll for 18 units as a requirement for the Diploma in Professional Education (DPE), in order to qualify for basic education teaching. With this the department hired qualified Senior High School teachers teaching young learners. Based on Department Order number 49, series of 2016 - Guidelines on the Hiring of Contractual (Full-time and Part-time) and Permanent Teachers in Senior High School is of great help to some educators for them to apply a teaching position for the Senior High curriculum. Teachers must be fully equipped for the level of learning since these learners are different when compared to the first four years of high school life.

In connection with this, teachers' competence is deemed necessary in the SHS K-12 Curriculum to effectively deliver teaching and learning process and increase students' performance. Teachers' professional competence includes knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system and the teacher's role. Professional competence also includes skills such as subject application, classroom methodology, classroom management, assessment and recording. The verbal ability, content knowledge, pedagogical

knowledge, certification status, ability to use a range of teaching strategies skillfully, and enthusiasm for the subject characterize more successful teachers (Nataša 2011).

Vozcova's Lifelong Learning Theory

Vozcova's Lifelong Learning Theory (2012) also "examines professional development (further education, higher education, and work- based learning) can be understood as an organized purposeful process that aims at raising that level of professional skills by improving professional competences in compliance with the new social-and-economical, technological and/or international requirements and standards."

Ajren's Theory of Planned Behavior

Ajren's Theory of Planned Behavior suggests that "decisions to engage in job mobility are based on the evaluation of three factors: subjective norms, the desirability of the mobility option and individuals' readiness for change" (Ng, Sorensen, Eby and Feldman, 2007). On the first factor, Filipino professionals trust their personal assessment on the level of satisfaction or dissatisfaction about their job. Once they are dissatisfied, they consider the second factor and the desire to shift. Before moving into another job, they also equip themselves, by attending crash courses and other related educational trainings.

Abraham Maslow's Theory of Needs

Abraham Maslow's Theory of needs, everyone is motivated by what satisfies his needs. Maslow (1954) articulates that individuals are motivated to produce better results when their needs are adequately satisfied at appropriate time and place. This theory is based on some assumptions that there are intrinsic needs that motivate behavior in order to attain specific goals. Lower needs are powerful and most be satisfied before higher needs. This is shared by Strauss & Sayles (1980). Satisfaction of needs can influence learners' interest in learning. Teachers' competence in subject matter involves the ability of the teacher to satisfy his learners' needs with the subject matter of his lesson.

In this sense, professional mobility is revealed through the ability and willingness of the individual to quickly and successfully master new techniques and technologies, acquire new knowledge and skills. Thus, the free will and determination of professional mobility as the ability and willingness of the employee to change profession, place of work and industry activities as they moved to other profession.

School Administrators' Supervision

Effective supervision contributes directly to mission effectiveness to new teachers in the field specifically those teachers who are also new with the K-12 Curriculum for them to be guided and directed to the right path so as to deliver the quality instruction. It is critical to maintaining a productive staff in the face of shifting and competing priorities.

Kaufman et al. (2002), emphasized that beginning teachers need careful orientation and guidance concerning curriculum, instruction, and essential appraisal measures as well as to bridge theory and practice in the construction of high-level learning environments. Gimbert and Fultz (2009), emphasized the importance of school leaders to nurture positive relationships, convey clear expectations, hold sensible views of beginning teachers' performance, have in place significant mentoring program, and provide sincere enhancement to beginning teachers to maintain and increase skills for successful classroom instruction.

Basically, heads of schools are accountable to enhance the commitment of teachers' professional responsibilities, commitment, and accountability in teaching. Studies and education documents show that the primary role of head of school is to supervise teaching and learning activities and monitoring the implementation of the work of teachers (URT, 2013; Ugwu, 2015; Kor & Opore, 2017). They must ensure conducive teaching and learning environment, and effective teaching and learning activities, including effective use of time on the task for the entire school days, compliance of professional codes of ethics and conducts, school rules and regulations, and teaching preparations (URT, 2010); hence teachers' commitment.

Role Theory

According to Betts (2000), role theory sets a standard for what is expected of the school principal towards the teachers in the school; as well as the expectations of principals from the teachers. This standard can be the basis for performance appraisal. The principals and the teachers can be evaluated based on their roles in planning, organizing or coordinating supervision and professional development activities for teachers' growth.

Role theory can guide the principals to design tasks for teachers. This means defining roles in terms of activities – what each teacher (class teacher, subject

heads or Head of Departments) should do to realize the overall school performance. The principals will then supervise the teachers to ensure that they complete the tasks. Role theory can facilitate efficiency on the part of the school principal by ensuring that every person does his/her work according to the specified role.

Generally, the success and quality of any educational system depend on the quality of teachers input into the system. For many years, educators, administrators or managers, researchers have debated over which variables influence student's academic performance. A growing body of evidence suggests that schools can make a great difference in terms of students' academic performance and a substantial portion of that difference is attributable to teachers, thus there should be a link between teacher competence, and teacher productivity and students' academic performances. (Fehintola, 2014).

Wirth this the aforementioned theories, concepts and related studies, this study was conducted to assess the effectiveness of school administrator supervision, teachers' competence and students' academic performance.

Methodology

The study used the descriptive correlational and inferential research method with survey questionnaire as a tool to determine the School Administrators' supervision and the teachers' competence among public secondary schools in the division of Bohol. Quantitative data from the questionnaire- checklist was utilized to produce a general picture of the research problem.

Participants

The study was conducted among 16 school districts in the First Congressional District in the Division of Bohol, school year 2019-2020 with twenty-seven (27) school heads, eighty-six (86) SHS Teachers and five hundred fifty-seven (557) Senior High School students as respondents. These were chosen through a sampling method employing the Slovin's formula.

Instruments of the Study

To facilitate the gathering of data, the researcher used of a modified and enhanced questionnaire adopted from the study of Lee (2009), Butler (2004) and Hoy (2001).

For School Administrators' Questionnaire, it was divided into two parts, Part I and II. Part I dealt with the school head's profile. Part II examines the effectiveness of supervision by the school heads. *For Teachers' competence*, it was composed of Part I and II; Part I deals with the SHS teachers' profile. Part II measures the SHS teachers' competence in teaching Senior High School. *Students Questionnaire*, was composed of two parts, the first part deals with the academic grade of the SHS students and part II dealt with their perception towards the Teachers' competence. The research instrument was pilot tested to determine its face and content validity and reliability. Instruments were validated after pre-testing.

Procedures

Approval to conduct the study was secured from the Dissertation Adviser and the Dean of the College of Advanced Studies of BISU Main Campus, Tagbilaran City, Bohol, and the approval from the Schools Division Superintendent. Then, permission to administer the questionnaires was sent to the school administrators and the respondents.

The gathering of the needed data was done by distributing the questionnaires to all identified respondents. The researcher assured the respondents regarding the confidentiality of their responses and solicited their sincere cooperation by answering honestly and objectively. The questionnaires were retrieved right away for interpretation purposes. After the collection, the data were tabulated, treated, analyzed, interpreted, and reported.

Results

This section presents the findings according to the study's research questions. To compare the mean and find out the significance between variables, multiple linear regression was computed using IBM SPSS 26.0.

Respondents' Profiles in terms of Self-Concept, Self-Esteem, and Self-Efficacy

The teachers' profile as presented in table 1 (*see appendix*) shows the first profession, position, years of experience in DepEd, highest educational attainment, LET passer, teaching certificate, and a number of training and seminars relative to the subjects handled by the teacher. Table 1 shows that 17 out of 86 respondents or 19.77% were BS Psychology graduates who shift careers to education, which ranked first. It

further showed that the majority of the respondents' first profession belonged to the Core and Academic Strand, Science and Technology, Engineering and Accountancy Management Strand subjects in the SHS K-12 Curriculum. This implies that most hired teachers were hired because the department needs specialized skills in this particular area.

The School Administrators' profile as presented in table 2 shows the highest educational attainment, length of service, and number of training and workshops relative to supervision instruction towards handling teachers. The School Administrators' educational attainment reveals almost half of the administrators are not graduates of master's degrees. Presently, to be a principal, it needs an experience of at least five years in the aggregate as Head Teacher, Teacher-in-charge, Master Teacher, and Teacher III to qualify for the principal's test (The Revised Guidelines on Selection, Promotion, and Designation of School Head, 2007).

Table 2. *Profile of School Heads*

<i>Profile</i>	<i>F</i>	<i>%</i>	<i>Rank</i>
Highest Educational Attainment			
w/ MA units	13	48.10%	1
Master's Degree Holder	2	7.40%	4
w/ Doctoral units	8	29.60%	2
Doctorate Degree Holder	4	14.80%	3
Length Of Service As School Administrator			
0-1 year	2	7.40%	3
2-3 years	3	11.10%	2
4-5 years	1	3.70%	4
6 or more years	21	77.80%	1
Number Of Trainings And Workshops Relative To Supervision Towards Teachers			
0-5 trainings	4	14.81%	3
6-10 trainings	13	48.15%	1
11-15 trainings	2	7.41%	4
16 or more trainings	8	29.63%	2
Total	27	100%	

Table 3 shows School Administrators' supervision revealed that the overall School Administrators' supervision level was marked as very effective with a composite mean of 3.32. This implies that both the school heads and teachers agree that the school heads are very effective in their supervisory skills. It further reveals that the highest rating is on the observation skills with a weighted mean of 3.39. The overall school heads supervision level of effectiveness with a composite weighted mean of 3.32 is marked as "very effective". It implies that school heads are able to perform well in their supervisory functions.

Table 3. *Effectiveness of School Administrators' Supervision Skills as perceived by the Teachers and School Heads*

<i>School Admin Istrators' Supervision Skills</i>	<i>WM</i>	<i>D</i>
Leadership Skills	3.31	VE
Communication Skills	3.36	VE
Observation Skills	3.39	VE
Problem Solving Skills	3.26	VE
Over-All Total	3.32	VE

Table 4 shows the level of teachers' competence in the aspects of the delivery of the lesson to lesson assessment. In the overall aspect, teachers' competence level is marked as "very competent" with a composite weighted mean of 3.33. This implies that teachers were very competent in the aspects of the delivery of the lesson to lesson assessment. As mentioned by Carson (2017), every educational system at every level depends heavily on teachers for the execution of the programs. In this regard, Obadara (2005) viewed teachers to be highly essential for the successful operation of the educational system and as a key to educational development. Without teachers with relevant behavioral traits, educational facilities cannot be used to facilitate the academic performance of students and the objectives of the school in general.

In terms of the delivery of the lesson as rated by the school heads and students got a weighted mean of 3.33, marked as "very competent". In the aspect of motivation of students, it was rated as, "very competent" with a weighted mean of 3.34. In terms of knowledge in the curriculum, rated as "very competent", based on the weighted mean of 3.36. For Maximization of Instructional time rated as, "very competent" based on the weighted mean of 3.30. In the integration of materials and methodologies was marked as "competent" with a weighted mean of 3.21 and was the lowest of all aspects of teachers' competence. For Classroom Management, rated "very competent" with a weighted mean of 3.39. Students' interaction got the highest mean of all the aspects of teachers' competence with a weighted mean of 3.42.



Table 4. *Level of Teachers' Competence*

<i>Teachers' Competence Aspects</i>	<i>WM</i>	<i>D</i>
Delivery Of The Lesson	3.33	VC
Motivation Of Students	3.34	VC
Knowledge In The Curriculum	3.36	VC
Maximization Of Instructional Time	3.30	VC
Integration Of Materials And Methodology	3.21	C
Classroom Management	3.39	VC
Student Interaction	3.42	VC
Lesson Assessment	3.34	VC
Over-All Mean	3.33	VC

Table 5 shows the relationship between teacher's profile and teachers' competence. Data revealed that of all the profiles of the teachers only the highest educational attainment and trainings/seminars are significant. Thus, null hypothesis is rejected. This implies that the highest educational attainment and trainings/seminars are related to teachers' competence. McNeil as cited by (Bautista et.al, 2004) on his part stated that the quality of teachers is the highest determinant factor of realizing quality in education. He further noted that the role of teachers in keeping quality of education is vital particularly in developing countries like Philippines where very few resources are available for students. This implies that improving teachers' competence through advanced studies and continuing professional development is a key issue in assuring educational quality. For this reason, (Kankam, 2013), argues that teachers must be committed to and continually engage in pursuing, upgrading, reviewing of their own professional learning and adopting continuous professional development.

Further, it shows that training and seminars are significantly related to teachers' competence. This is due to the fact that teachers are being trained by the Department of Education to effectively carry out their functions as the primary source of information for the learners.

Table 5. *Relationship between Teacher's Profile and Teachers' Competence*

<i>Profiles</i>	<i>Chi-square test value</i>	<i>df</i>	<i>Critical value at $\alpha=0.05$</i>	<i>Decision</i>	<i>Interpretation</i>
Teachers First Profession	18.468	21	32.671	Insignificant, Ho: Accepted	Not Related
Position	2.320	3	7.815	Insignificant, Ho: Accepted	Not Related
Years of Experience	2.334	3	7.815	Insignificant, Ho: Accepted	Not Related
Highest Educational Attainment	8.317	3	7.815	Significant, Ho: Rejected	Related
With/out Bridging	2.200	1	3.840	Insignificant, Ho: Accepted	Not Related
Let Passer	0.115	1	3.840	Insignificant, Ho: Accepted	Not Related
No. of Trainings	11.247	4	9.488	Significant, Ho: Rejected	Related

Table 6 shows the Relationship between Teacher's profile and students' Performance. Data revealed that only the highest educational attainment of the teachers is significantly related to students' performance. This implies that teachers' attainment matters in improving students' performance. Kankam (2013) supports this by indicating that the emergence of the information and knowledge-based society has brought a change of mindset in learning and that new approaches to learning necessitate new approaches to teaching which challenge the teacher's role as a facilitator of learning. This calls for teachers to ensure they undertake continuously and sustained professional development to help improve educational standards.

Table 6. *Relationship between Teacher's Profile and Students' Performance*

<i>Profiles</i>	<i>Chi-square test value</i>	<i>df</i>	<i>Critical value at $\alpha=0.05$</i>	<i>Decision</i>	<i>Interpretation</i>
Teachers First Profession	79.36	84.0	106.3854	Insignificant, Ho: Accepted	Not Related
Position	17.83	12	21.026	Insignificant, Ho: Accepted	Not Related
Years of Experience	9.085	12	21.026	Insignificant, Ho: Accepted	Not Related
Highest Educational Attainment	27.728	12	21.026	Significant, Ho: Rejected	Related
With/out Bridging	4.05	4	9.488	Insignificant, Ho: Accepted	Not Related
Let Passer	3.442	4	9.488	Insignificant, Ho: Accepted	Not Related
No. of Trainings	17.894	16	26.296	Insignificant, Ho: Accepted	Not Related

Table 7. *Relationship between School Administrators' Supervision Skills and Teachers' Competence*

<i>Variables</i>	<i>Pearson r test value</i>	<i>t-test for significance of r</i>	<i>Critical value at $\alpha=0.05$</i>	<i>Decision</i>	<i>Interpretation</i>
School Administrators' Supervision Skills versus Teachers' Competence	-0.268	-1.39088	2.06	Insignificant, Ho: Accepted	Not Related

Data revealed that the result is insignificant, thus null hypothesis is accepted. This means that the level of School Administrators' supervision skills is not related to teachers' competence implying that teachers still function well in their duties and responsibilities regardless of the degree of school heads' supervision skills.

Basically, the head of schools is accountable to enhance the commitment of teachers' professional responsibilities, commitment, and accountability in teaching. Studies and education documents show that the primary role of the head of the school is to supervise teaching and learning activities and monitor the implementation of the work of teachers (URT,

2013; Ugwu, 2015; Kor & Opare, 2017).

However, according to Medley (1982), teacher effectiveness refers to competencies that the teacher should develop to provide a greater level of performance. This implies that whatever is the type of supervision practiced by school heads, the practice will not affect teacher effectiveness; teacher effectiveness is only developed within the teacher themselves based on physical and mental characteristics and standards.

Table 8. *Relationship between Teacher's Competence and Students' Performance*

Variables	Spearman rho test value	p-value at $\alpha=0.05$	Decision	Interpretation
Teachers Competence versus Students' Performance	0.323	0.00	Significant, Ho: Rejected	Related

Table 8 shows the Relationship between Teacher's Competence and Students' Performance. This clearly shows that teachers' competence is related to students' academic performance implying that the result is significant and the null hypothesis is rejected.

Results showed that there is a significant relationship between teachers' competence and students' academic performance. This implies that the intellectual competence of the teacher is a primary asset in the quality of learning the students acquire in schools.

Competent teachers are the most critical piece in improving students' achievement and closing the achievement gap. The single most important influence on student learning is the quality of teaching, yet most schools don't define what good teaching is (Danielson, 2006). This is in line with the finding (Ivowi, 1986) that there is a significant relationship between teachers' competence and students' performance. This is also in agreement with the findings of (Inyang, 1997), that teaching is effective when the teacher makes use of instructional materials.

Discussion

Profile

There were unequal number of teachers in their first profession. BS Psychology rank the 1st with 19.77%. Majority of them are Teacher II in position which is 81.40%. Half of the professional mobile teacher respondents or 50% have been in the service for 2-3 years. While most of the school head are already in the service as school head for more than 5 years already

with 77.80%. Majority of the professional mobile teacher respondents and school head were having units in MA already with 59.30% and 48.10% respectively, which ranked first. In addition, 88.37% of the teachers were LET passers, with teaching certificate. Finally, most of the teacher respondent underwent 0-2 training and seminars with 57% of the total respondents while school head respondents had undergone 48.15% or 6-10 trainings already.

Level of Effectiveness of School Administrators' Supervision

Level of School Administrators' Leadership Skills. The respondents rated the highest on organizes and conducts INSETs with weighted mean response of 3.41 both by the school head and the teachers. The lowest weighted mean response of 3.21 manages the instructional system to assist/guide the mobile teachers and sets up goals and objectives with the mobile teachers respectively, which is only effective. There is an overall rating of very effective on the leadership function as perceived by the school heads themselves and teacher respondents with an overall composite mean of 3.31.

Level of School Administrators' Communication Skills. The school heads are rated very effective on meeting the function of the teaching and non-teaching personnel in timely manner with the composite mean of 3.48 and 3.4 while taps and encourages participation of alumni and other organizations (NGOs, LGU, PNP, etc.) got the lowest composite mean of 3.33 and 3.24 respectively. However, the overall level of school head supervision in the aspect of communication skills is 3.36 which is marked very effective.

Level of School Administrators' Observation Skills. All of the item was rated very effective based on the combined weighted mean of school heads and teacher respondents. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences is ranked first with the composite mean of 3.52 and 3.69 respectively. The overall level of School Administrators' observation skills is 3.39 that is very effective.

Level of School Administrators' Problem-Solving Skills. In the overall aspect of problem-solving skills of the school head, respondents rated based on the composite mean of 3.26 marked as very effective.

Level of Teachers' Competence

Level of Teachers' Delivery of the Lesson. There is a very competent response specifically in the item to provide opportunities of students to practice independently with a composite mean of 3.39. Overall, the delivery of the lesson is rated very competent with an overall composite mean of 3.33.

Level of Teachers' Motivation of Students. The teachers are very competent in showing concern of the students with 3.31 and 3.59 respectively while to integrate other subjects that interest the students got the lowest mean of 3.14 marked as effective. In general, the teachers are very competent in motivating the students with a composite mean of 3.34.

Level of Teachers' Knowledge in the Curriculum. The teachers are very competent in terms of knowledge in the curriculum specifically in using effective examples and illustrations with a composite mean of 3.33 and 3.52 respectively. Lastly, the overall composite means of 3.36 denotes that teachers are very competent.

Level of Teachers' Maximization of Instructional Time. The teachers are very competent on planning the lesson of the day which got the highest composite mean of 3.26 and 3.56 respectively while manages effectively the lesson even if there is time constraint got the lowest composite mean of 3.12. Lastly, teachers are very competent in maximization of instructional time with an overall composite mean of 3.32.

Level of Teachers' Integration of Materials and Methodology. The teachers are competent in the aspect of integration of materials and methodologies specifically on downloading of materials that are available in the LR Portal in DepEd with 2.85 as its composite mean. In general, the teachers are competent based on the overall composite mean of 3.21.

Level of Teachers' Classroom Management. The teachers are very competent in classroom management specifically in promoting self-discipline among learners with a composite mean of 3.33 and 3.63 respectively. The overall composite means of 3.39 denotes that teachers are very competent in this aspect.

Level of Teachers' Student Interaction. The teachers are very competent in student interaction specifically on allowing active participation and productive interaction from the students which got the highest composite mean of 3.37 and 3.58 respectively. Generally, the overall composite mean of teachers in student interaction is 3.42 which is very competent.

Level of Teachers' Lesson Assessment. The teachers are very competent in lesson assessment specifically in encouraging student participation with a composite mean of 3.27 and 3.61 respectively. Overall, the teachers are rated very competent with a composite mean of 3.34.

Relationships between Teachers' Profile and Teachers' Competence

There is a significant relationship on teachers' highest educational attainment and teachers' number of trainings and seminars relative to their subjects handled. However, there is no significant relationship among first profession, position, years in the service, LET passers and their teaching certificate.

Relationships between Teachers' Profile and Students' Performance

There is a significant relationship on teachers' highest educational attainment to students' academic performance while first profession, position, years in service, LET passer/teaching certificate and the number of trainings and seminars attended are insignificantly related to students' academic performance.

Relationships between School Administrators' Supervision and Teachers' Competence

There are no significant relationships among variables under study such as School Administrators' leadership, communication, observation and problem-solving skills are not related to teachers' competence.

Relationships among Teachers' Competence and Students Performance

There was a significant relationship among variables under study such as level of delivery of the lesson, enhancement of learners' motivation, knowledge of the curriculum, classroom management, maximization of instructional time, integration of materials and methodologies, student's interaction, and lesson assessment are interrelated to each other.

Conclusion

Teachers' attendance to trainings/seminars relative to the subjects handled and highest educational attainment are significant indicator in enhancing teachers' competence. It is worthy to take note that the highest educational attainment of the teachers matters

a lot in improving students' performance. Teachers manages teaching-learning processes regardless of the School Administrators' supervision skills. Lastly, teachers' competence in the delivery of the lesson to lesson assessment enable students to increase their performance which means that teachers' competence is one key factor that could help improve students' mastery in the subject matter.

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Table 1 *Profile of Teachers*
N=86

FIRST PROFESSION	F	%	Rank
BS Psychology	17	19.77%	1
BS Accountancy	10	11.63%	2.5
BS Industrial Tech	10	11.63	2.5
Automotive	6	6.98%	4
BS Commerce	5	5.81%	5.5
Computer Engineering	5	5.81%	5.5
BS Comp Science	4	4.65%	7.5
BS Nursing	4	4.65%	7.5
BS Civil Engineering	3	3.49%	9.5
BS Hotel Restaurant Management	3	3.49%	9.5
Business Management	3	3.49%	9.5
BMAP	2	2.33%	12.5
BS Agriculture	2	2.33%	12.5
BS Entrepreneurship	2	2.33%	12.5
Electrician	2	2.33%	12.5
TEP	2	2.33%	12.5
AB Classical	1	1.16%	17.5
Civil Technology	1	1.16%	17.5
Cosmetology	1	1.16%	17.5
Fishery	1	1.16%	17.5
Guidance Counselor	1	1.16%	17.5
TOTAL	86		
POSITION			
Teacher 1	8	9.30%	2
Teacher 2	70	81.40%	1
Teacher 3	6	6.98%	3
MT1	2	2.32%	4
TOTAL	86	100%	
YEARS OF EXPERIENCE			
0 to 1 year	25	29.10%	2
2 to 3 years	43	50%	1
4 to 5 years	10	11.60%	3
6 or more years	8	9.30%	4
TOTAL	86	100%	
HIGHEST EDUCATIONAL ATTAINMENT			
Bachelor's Degree with Bridging units	25	29.07%	2
w/ MA units	51	59.30%	1
Master's Degree Holder	6	6.98%	3
w/ EdD/PhD units	0	0	5
Doctorate Degree Holder	4	4.65%	4
TOTAL	86	100%	
LET PASSER/ BRIDGING CERTIFICATE			
Yes	76	88.37%	1
No	10	11.63%	2
TOTAL	86	100%	
NUMBER OF TRAININGS AND WORKSHOPS RELATIVE TO SUBJECTS HANDLED			
0 TO 2	49	57%	1
3 TO 4	18	20.90%	2
5 TO 6	14	16.30%	3
7 TO 8	2	2.30%	5
9 TO 10	3	3.50%	4
TOTAL	86	100%	