

A Comparative-Correlational Study of the Instructional Supervisory Competence of School Leaders

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ABSTRACT

This study assessed the instructional supervisory competence of instructional leaders (school heads and master teachers) in public secondary schools in Cawayan East District, Division of Masbate Province. Utilizing a descriptive-comparative and descriptive-correlational research design, data were gathered from 16 instructional leaders and 15 teacher-respondents using a researcher-made questionnaire based on the Philippine Professional Standards for Teachers (PPST) seven domains. Findings revealed that instructional leaders were predominantly female (68.75%), aged 31-35 (37.5%), pursuing graduate studies (50%), and had 2-5 years of supervisory experience (37.5%). Both groups rated instructional supervisory competence as Highly Proficient across most PPST

domains, with Learning Environment receiving the highest rating (4.844) and Diversity of Learners the lowest (4.625 for leaders; 4.427 for teachers). Significant differences were found only in the Learning Environment domain ($t=2.204$, $p<0.05$), while no significant differences were observed based on sex ($t=0.115$) or significant relationships with profile variables (age, educational attainment, supervisory experience) through chi-square tests. Notable perception gaps existed in Diversity of Learners and Curriculum and Planning, where instructional leaders rated themselves higher than teacher perceptions. The study concluded that instructional supervisory competence is generally proficient but requires enhancement in inclusive education practices, curriculum planning support, and stakeholder engagement. An enhanced coaching and mentoring program is recommended to address identified gaps and strengthen instructional leadership practices in the district.

Keywords: *Instructional Supervision, Supervisory Competence, Master Teachers, PPST Domains, Coaching and Mentoring*

INTRODUCTION

In recent years, education stakeholders have increasingly emphasized the need to strengthen instructional supervision to improve teaching quality and student learning outcomes. Scholars have consistently argued that instructional supervision plays a crucial role in ensuring that teachers deliver effective instruction, implement appropriate pedagogical strategies, and continuously improve their professional practices. According to Lapid (2021), instructional supervision serves as a mechanism to evaluate teachers' professional competence, monitor instructional delivery, and provide feedback to enhance teaching and learning processes. Similarly, Oyewole and Ehinola (2014) defined instructional supervision as a collaborative endeavor aimed at improving teaching and learning through systematic guidance, monitoring, and professional support.

Within the Philippine basic education system, Master Teachers play a pivotal role as instructional leaders, mentors, and supervisors in accordance with the Philippine Professional Standards for Teachers (PPST). The PPST (DepEd, 2017) emphasizes that Master Teachers are expected to model exemplary teaching practices, provide technical assistance to teachers, mentor colleagues, lead professional learning activities, and contribute to curriculum development and instructional improvement initiatives. As Highly Proficient Teachers, Master Teachers are tasked to demonstrate advanced competence in content knowledge and pedagogy, create supportive and inclusive learning environments, address diverse learner needs, lead curriculum planning and implementation, conduct assessment and reporting practices, engage in professional collaboration and community linkages, and pursue continuous professional growth and development. Pont (2020) explained that instructional leaders are responsible for pedagogical, organizational, and educational functions, including curriculum implementation, teacher evaluation, and professional development. Notelicky (2020) described instructional leadership as a complex role that involves strategic decision-making, relationship management, and instructional improvement initiatives. Kim and Lee, as cited by Mendoza (2018), identified core instructional leadership behaviors such as facilitating teacher growth, sharing instructional practices, maintaining program cohesion, and leading change initiatives. Hallinger (2011) further emphasized that instructional leadership significantly influences school effectiveness and student achievement, underscoring the importance of competent instructional supervisors in schools. In support of SDG 4, these responsibilities reinforce the importance of developing competent instructional leaders who can ensure equitable access to quality teaching and meaningful learning experiences for all learners.

Given these responsibilities, determining the level and extent of Master Teachers' instructional supervisory competence is essential to ensure effective mentoring and supervision. Sule (2013) opined that school supervision is a veritable instrument for evaluating teachers' job performance and improving educational quality. Nolan and Hoover, as cited by Hofman (2014), asserted that instructional supervision is an organizational function concerned with teacher growth, improved teaching performance, and enhanced student learning. Ismail (2018) also argued that instructional supervision is one of the most important support structures for teachers' professional development and the overall educational system. These studies justify the need to assess the instructional supervisory competence of Master Teachers to ensure they are capable of fulfilling their roles as instructional leaders and mentors.

Furthermore, identifying strengths and areas for improvement in supervisory practices is critical for strengthening instructional leadership and teacher effectiveness. Nakpodia, as cited by Usman (2015), explained that instructional supervision identifies teachers' strengths and weaknesses, directs follow-up activities to improve deficiencies, and fosters a supportive working environment. Okendu (2014) emphasized that instructional supervision enhances teaching techniques through democratic interactions between supervisors and teachers. Archibog (2014) further stated that instructional supervision helps teachers maintain and improve their classroom effectiveness through collaborative professional support. Without adequate supervision, educational objectives may not be achieved, and learner outcomes may decline (Usman, 2015). Hence, examining the instructional supervisory competence of Master Teachers can provide empirical evidence on areas requiring improvement and professional support.

Supporting data-driven capacity-building programs is essential for improving instructional supervision. Dolorosa (2020) highlighted the need to strengthen instructional supervisory programs to enhance teaching effectiveness, teacher capacity building, curricular enhancement, and assessment of learning outcomes. Fullan (2014) emphasized that effective professional development requires evidence-based leadership and systematic improvement strategies. McBrayer et al. (2018) confirmed that instructional leadership practices influence teacher outcomes and school improvement, suggesting that empirical data on supervisory competence can guide targeted training and development programs for Master Teachers and teachers.

Effective instructional supervision has been shown to enhance teachers' instructional practices and student achievement. Ghavifekr and Ibrahim (2014) revealed that supervisory practices significantly influence teacher motivation and job performance. Wanzare (2014) established that instructional supervisory practices are significantly related to teacher motivation and effectiveness. Sergiovanni and Stratt, as cited by Wesaw (2014) asserted that improvements in instructional capacity lead to improved teaching and enhanced learner performance. Zepeda (2014) also emphasized that effective feedback and coaching after classroom observations positively influence teachers' instructional practices and classroom performance. These findings collectively demonstrate that competent instructional supervision is a critical factor in improving teaching quality and student learning outcomes.

Instructional supervision plays a critical role in guiding school-based professional development, Learning Action Cell (LAC) activities, and coaching frameworks. Arong and Ogbadu (2014) noted that instructional supervision provides opportunities for teacher professional development and school improvement. Tyagi, as cited by Anacleto (2022), emphasized that instructional supervision offers guidance, support, and empowerment for teachers' professional growth and fosters positive attitudes toward instructional practices. Tesfaw and Hofman (2014) advocated frequent classroom observations to motivate teachers to adopt effective pedagogical practices, while Malinowski (2014) highlighted the importance of walk-through observations in evaluating teaching standards and instructional competence. These studies demonstrate that systematic instructional supervision can effectively guide mentoring, coaching, and professional learning initiatives in schools.

Strengthening Master Teachers' supervisory roles contributes to instructional quality assurance and overall school effectiveness. Sule, Ameh, and Egbai (2015) found that classroom observation positively contributes to teachers' effectiveness. Veloo, Komuji, and Khalid (2014) established that clinical supervision improves teacher preparation, lesson development, learner assessment, and classroom management. Uzman (2015) revealed that the manner in which supervisors provide feedback significantly affects teachers' pedagogical practices and classroom performance. Archibog (2014) and Oyewole and Ehinola (2014) further emphasized that instructional supervision ensures coherence in instructional processes and promotes whole-school improvement. These studies highlight instructional supervision as a key mechanism for maintaining instructional quality and achieving educational objectives.

Consistent with these empirical findings, the Department of Education recognizes Master Teachers as key instructional leaders who mentor, coach, and supervise teachers to ensure quality instruction. DepEd Order No. 2, s. 2015 describes Master Teachers as highly proficient educators who provide technical assistance, conduct classroom observations, and lead professional development activities. The Philippine Professional Standards for Teachers (PPST) also defines Master Teachers' roles in instructional leadership, mentoring, and continuous professional development (DepEd Order No. 42, s. 2017). These policy provisions highlight the need to examine how Master Teachers perform their supervisory roles in schools and how competent they are in carrying out these responsibilities.

Cawayan East District is one of the school districts in the Division of Masbate Province that caters to learners from both coastal and inland communities. Public secondary schools in the district serve students with diverse learning needs and backgrounds, making the role of instructional supervision very important. In these schools, Master Teachers are expected to assist school heads by mentoring teachers, conducting classroom observations, and supporting instructional improvement initiatives.

In recent years, schools in the Cawayan East District have implemented various programs, including Learning Action Cells (LAC), coaching sessions, and school-based professional development activities. The district comprises 11 Master Teachers (MTs) and 148 teachers, yielding an approximate ratio of 1 MT for every 13 to 14 teachers. This ratio highlights the significant supervisory load carried by each Master Teacher, which may influence the depth and frequency of instructional support provided. The effectiveness of these programs largely depends on how competent Master Teachers are in performing their instructional supervisory roles. Although Master Teachers are actively involved in supervising and

mentoring teachers, there is limited evidence on how well they perform these roles and how their supervisory competence is perceived by teachers.

Thus, this research will be undertaken to assess the instructional supervisory competence of Master Teachers in public secondary schools in Cawayan East District. The findings of this study are expected to provide a basis for improving coaching and mentoring programs, strengthening professional development activities, and enhancing instructional supervision practices in the district. The study ultimately aims to support better teaching practices and improved student learning outcomes.

Statement of the Problem

This study aimed to assess the instructional supervisory competence of instructional leaders – school heads and master teachers in public secondary schools in Cawayan East District, Division of Masbate Province.

Specifically, this sought answers to the following questions:

1. What is the profile of the instructional leaders in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 highest educational attainment; and,
 - 1.4 instructional supervisory experience?
2. What is the extent of instructional supervisory competence of instructional leaders in the following domains, as perceived by the instructional leaders themselves and by the teacher-respondents:
 - 2.1 Content Knowledge and Pedagogy;
 - 2.2 Learning Environment;
 - 2.3 Diversity of Learners;
 - 2.4 Curriculum and Planning;
 - 2.5 Assessment and Reporting;
 - 2.6 Community linkages and Professional Engagement; and,
 - 2.7 Personal Growth and Professional Development?
3. Is there a significant difference between the assessment of the instructional leaders and teacher-respondents on the extent of instructional supervisory competence of the instructional leaders in terms of the above-cited domains?
4. Is there a significant difference between the assessment of the instructional leaders on the extent of instructional supervisory competence of the instructional leaders and their sex?
5. Is there a significant relationship between the assessment of the master teachers on the extent of instructional supervisory competence of the instructional leaders and age, highest educational attainment, and instructional supervisory experience?

Locale of the Study

The study was conducted in public secondary schools located in the Cawayan East District, Division of Masbate Province.

Cawayan East District comprises several public secondary schools that serve learners from diverse communities within the municipality of Cawayan. The district is characterized by a mix of urban and rural areas, where schools face varying levels of access to resources, student populations, and educational challenges.

This study was specifically focused on three public secondary schools in the district: Malbug National High School, Tomas V. Rivera National High School, and Villahermosa National High School. These schools were selected as they employ instructional leaders who fulfill the role of instructional

supervisors and mentors, making them ideal participants for assessing instructional supervisory competence.

Cawayan East District was chosen as the locale of the study due to its representation of the educational system in a typical district of Masbate Province, where instructional leaders play a critical role in ensuring instructional quality and supporting the professional development of teachers. The findings of this study aim to provide insights that are relevant not only to these schools but also to other schools within the district and similar contexts in the province.

Figure 1 shows the Map of the Municipality of Cawayan with legends indicating the site of the study.

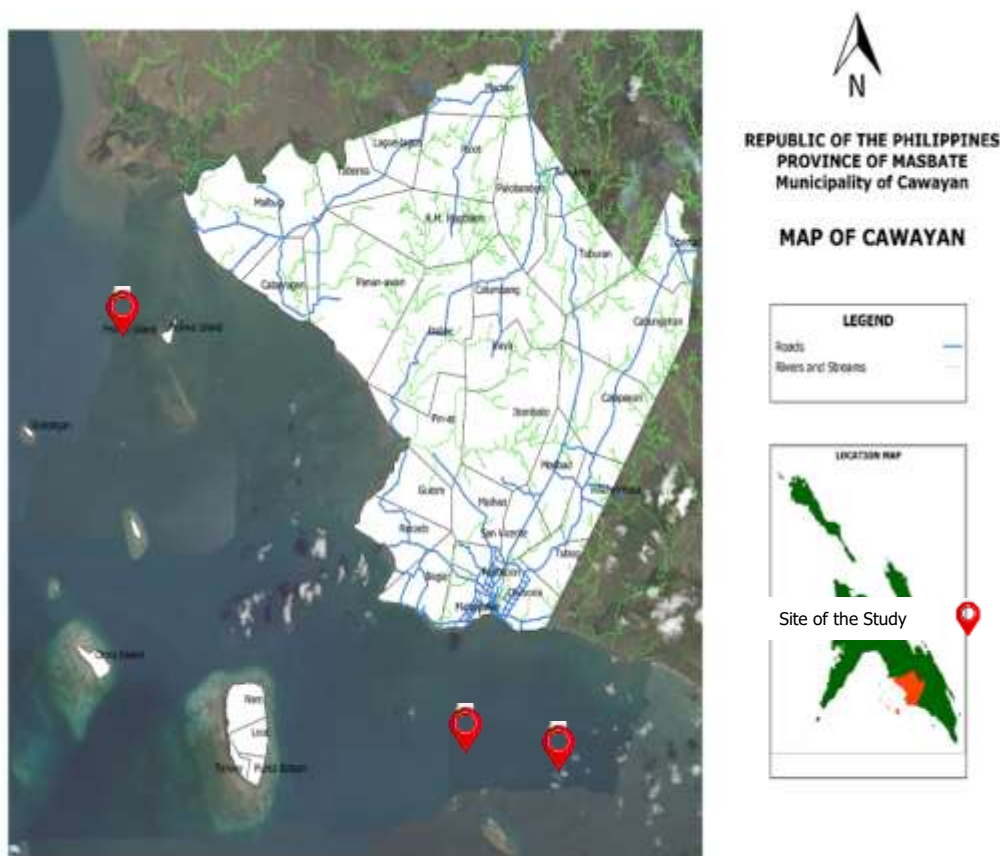


Figure 1. Map Of The Municipality Of Cawayan

Literature Review

Foreign Literature

Instructional supervision, coaching, and mentoring have gained prominence in international educational research as critical mechanisms for enhancing teacher development, instructional quality, and ultimately student learning outcomes. Much of the contemporary literature situates the role of instructional supervision within broader frameworks of instructional leadership and professional development, highlighting its multidimensional nature and its effects on teacher competencies.

Instructional supervision is widely recognized in educational research as a systematic process involving classroom observation, feedback, consultation, and professional support aimed at improving

teaching and learning (Hanushek, 2015). While traditional supervision focused on compliance and evaluation, contemporary models emphasize collaborative and reflective practices that support continuous improvement. According to research synthesis studies, effective supervision contributes to professional growth by identifying areas of strength and development in teaching practices, facilitating reflective dialogue, and promoting ongoing learning opportunities (Qu et al., 2025).

Empirical investigations confirm that well-structured instructional supervision enhances teachers' instructional skills, fosters positive classroom practices, and positively influences instructional efficacy (Zain et al., 2021).

Coaching and mentoring are conceptualized as professional support processes that extend beyond traditional evaluative supervision by fostering sustained professional learning relationships. In the educational context, coaching is defined as a collaborative partnership focused on improving instruction through observation, feedback, and reflective conversations (Knight, 2007), while mentoring involves a longer-term developmental bond where an experienced educator guides less experienced teachers toward professional growth.

A review of teacher coaching and mentoring research highlights their expansion in education and emphasizes their promising role in improving teacher performance, reflective practice, and professional development. These approaches are increasingly used globally to support continuous professional learning and to respond to the evolving demands of 21st-century education systems (Ali, Mobarak, & Yamat, 2018).

Recent scoping reviews suggest that supervision, coaching, and mentoring should be understood collectively as part of a “mentoring umbrella,” which supports professional learning in a holistic manner. Under this model, the distinct roles of supervision, coaching, teaching, and mentoring overlap and interact to shape teachers' professional identities and instructional capabilities (Toh et al., 2022). Structure and sustained relationships within this umbrella foster environments where teachers are supported not only in technical skills but also in broader professional identity formation, responsiveness to feedback, and reflective practice.

This conceptual framework contributes crucial insight into your study because it emphasizes longitudinal support and collaborative practice rather than top-down evaluative supervision. Such an integrated approach is deemed effective in allocating resources, aligning instructional goals with professional development, and creating a support culture where master teachers can flourish as instructional leaders.

Empirical evidence supports the effectiveness of coaching and mentoring practices on enhancing teacher instructional skills and improving professional development outcomes. A global meta-analysis examining coaching, mentoring, and supervision practices found a statistically significant positive effect on instructional skill development among pre-service teachers (effect size $d = 0.41$), indicating that guided support plays a role in strengthening core instructional competencies (Mok & Staub, 2021).

Further studies show that instructional coaching leads to improved teacher engagement, motivation, pedagogical practice, and student achievement gains. For instance, research in Pakistan revealed that instructional coaching positively influences student engagement and higher-order thinking skills, alongside enhancing teaching effectiveness and teacher motivation. Similarly, evidence from Southeast Asian contexts highlights structured feedback, collaborative discourse, and supportive communication between coaches and teachers as key processes that bolster instructional practices and professional confidence (Ramadhona et al., 2025).

These findings align with broader literature emphasizing that coaching and mentoring are most effective when integrated into formal teacher development systems, creating sustained support rather than episodic training workshops.

Instructional supervision, mentoring, and coaching are also linked to professional identity development. According to systematic scoping research, mentorship and supervision facilitate identity formation by helping teachers internalize professional values, beliefs, and roles in the teaching community.

The integration of these practices supports socialization into professional norms and reflective teaching roles, which contributes to sustained career progression and instructional leadership capacity (Toh et al., 2022).

This line of scholarship offers valuable perspectives for the present study's contextual interpretation of how instructional leaders' supervisory competencies might relate to their own professional growth and identity as instructional leaders within school systems.

Beyond the classroom, instructional supervision functions as a core element of instructional leadership. Research from international contexts indicates that instructional leadership practices, such as providing professional learning opportunities, regular feedback, and structured supervision, are strongly correlated with improved teacher performance and sustained teacher growth (He et al., 2024).

This literature supports the idea that instructional leaders, who often serve in supervisory roles, are not only implementers of instructional programs but can actively shape professional learning cultures through coaching and mentoring.

Foreign literature consistently highlights the evolving nature of instructional supervision from evaluative oversight toward developmental models rooted in coaching and mentoring. The mentoring umbrella concept offers a valuable lens for understanding how supervisory competencies, coaching practices, and mentoring relationships intersect to influence teacher growth and instructional quality. Moreover, empirical evidence underscores that instructional coaching and mentoring are effective approaches to enhancing teacher competencies and professional identity formation. For instructional leaders, these insights illuminate the importance of supervisory competence not only for evaluating teaching but also for nurturing a culture of continuous learning and instructional improvement.

Local Literature

Instructional supervision has long been recognized as a core function of educational leadership essential to ensuring quality teaching and learning in the Philippine basic education. Unlike administrative compliance, contemporary approaches emphasize instructional supervision as a systematic, developmental process that supports teachers with feedback, reflection, and professional growth (Department of Education, 2020). The evolution of supervisory frameworks within the Philippine educational system underscores the shift from traditional inspection models to mentoring and coaching-oriented supervision that aligns with national policy standards such as the Philippine Professional Standards for Teachers (PPST) and the Philippine Professional Standards for Supervisors (PPSS) (DepEd, 2020).

In the Philippine educational landscape, instructional supervision is positioned as a multidimensional function that goes beyond evaluating teacher performance to include support, guidance, and capacity building. According to the Philippine Professional Standards for Supervisors (PPSS), supervisors are expected not only to assess instructional quality but also to mentor and coach colleagues to advance their practice, foster reflective learning, and participate in professional learning communities. pp. 4-5 and Domain 4 of the PPSS emphasize that supervisors should “mentor and coach colleagues to help them achieve significant transitions and/or advance to the next career stage” while engaging in continuous professional development themselves (DepEd, 2020).

This conceptual shift aligns with global and local education reforms in the Philippines, particularly the implementation of the K to 12 program and DepEd policy guidelines aimed at strengthening teacher effectiveness and student learning outcomes through enhanced instructional practices (DepEd Orders, BEDP 2030). These reforms foreground the importance of ongoing professional support for teachers. This is a function that is fulfilled through coaching, feedback, and supervision that nurtures teacher expertise rather than merely monitoring compliance (DepEd, 2020).

Instructional leaders in the Philippines hold a unique position under the PPST as model instructional leaders and mentors within their schools (Baldera, 2025). The conceptual groundwork for instructional leaders situates their roles not solely as expert classroom practitioners but as relational leaders

who coach peers, facilitate reflective dialogue, share best practices, and support professional learning communities. This perspective is grounded in relational development learning (RDL), a framework that highlights continuous mentor-mentee interactions, coaching cycles, and reflective practice as pathways for both individual and collective professional improvement.

In this regard, the supervisory role of instructional leaders aligns with policy expectations that highly proficient teachers must guide colleagues toward improved instructional practices, particularly as schools adopt learner-centered pedagogies. Instructional leaders thus serve as agents of instructional improvement, bridging departmental supervision responsibilities with direct mentoring practices that cultivate a culture of supportive professional growth rather than punitive oversight.

While the professional standards set formal expectations for supervisory functions, coaching and mentoring remain complementary components of effective instructional supervision within Philippine schools. A qualitative study on coaching and mentoring practices emphasizes that both activities are fundamental to personal and professional growth, offering teachers guidance, encouragement, and structured support toward achieving curriculum goals and instructional excellence (Culajara & Culajara, 2023). Although this study employed qualitative methods, its conceptual framing reinforces the idea that coaching and mentoring in the Philippine context are not merely ancillary tasks. They are integral supervisory processes that drive teacher competence development.

These practices share common elements with international definitions of instructional coaching, where feedback, reflection, and non-evaluative support are central to teacher improvement. In the Philippine educational setting, the adoption of coaching and mentoring within supervisory cycles signifies an intentional move toward development-centered supervision, where instructional leaders and school leaders foster teacher agency and collaborative learning.

Instructional supervision in the Philippines also intersects with broader concepts of instructional leadership and professional learning ecosystems. While instructional supervision addresses classroom practices, instructional leadership includes strategic support for curriculum implementation, professional development coordination, and fostering a culture of excellence in teaching. Conceptual work on instructional leadership among higher education administrators highlights how supervision, mentoring, and feedback mechanisms contribute to improved teaching quality and continuous professional growth across educational levels (Sumena Jr. et al., 2025).

Thus, instructional supervision should not be viewed in isolation but rather as part of a larger continuum of professional leadership practices that include policy implementation, curricular alignment, coaching dialogues, and mentor-mentee relationships.

Conceptually, the PPST situates instructional supervision within a career stage progression, where supervisors gradually evolve from foundational competencies at early levels to advanced mentoring and coaching capabilities at higher career stages. Career Stage 3 and 4 supervisors are expected to collaborate with colleagues, provide capacity-building guidance, and mentor and coach others for continuous improvement and professional excellence, all of which support the conceptual understanding of supervision as development-oriented leadership (Department of Education, 2020).

This framework suggests that effective instructional supervisors, including master teachers, should embody not only proficiency in observation and feedback but also the ability to nurture others' competencies through reflective conversations, structured coaching cycles, and strategic facilitation of professional development activities (DepEd, 2020).

The Philippine educational system's emphasis on professional standards for both teachers and supervisors underscores the interconnectedness of supervision, coaching, and mentoring. While the PPST provides the basis for teacher competencies and progression, the supervisory standards contextualize how supervision should support teacher development through coaching and mentoring. Policy instruments such as the National Educators Academy of the Philippines (NEAP) transformation and DepEd professional

development guidelines further codify the role of coaching and mentorship as components of standards-based teacher development pathways (NEAP, 2022).

This conceptual understanding suggests that instructional supervision is most effective when anchored in a developmental model that incorporates ongoing support, structured mentoring dialogues, reflection, and targeted coaching strategies, as opposed to episodic evaluation or compliance-based inspections (DepEd, 2020; NEAP, 2022).

Conceptually, the literature from the Philippine context emphasizes that instructional supervision should be transformative, prioritizing teacher growth and instructional excellence. The integration of coaching and mentoring within supervisory frameworks aligns with national policy aspirations for professional learning communities, reflective practice, and continuous improvement. Moreover, the positioning of master teachers as relational leaders reinforces the idea that effective supervision requires not only observation and feedback but also mentorship, coaching dialogues, and collaborative professional development. All of which are key features of enhanced coaching and mentoring programs (DepEd, 2020; NEAP, 2022).

Together, these conceptual perspectives provide a solid theoretical foundation for your study's focus on instructional supervisory competence as a basis for an enhanced coaching and mentoring program. Rather than seeing supervision as a discrete activity, local literature suggests it should be viewed as part of a holistic developmental process that nurtures teacher growth, instructional quality, and systemic improvement.

Foreign Studies

Instructional supervision, coaching, and mentoring remain central themes in international educational research due to their perceived influence on teacher professional growth, instructional quality, and overall teaching effectiveness. Recent foreign studies emphasize the shift from traditional, hierarchical supervision models toward collaborative, reflective, and developmental approaches that support teacher competence across diverse educational settings.

A recent qualitative study by Liu et al. (2025) investigated faculty perceptions of instructional coaching in a Chinese university context, revealing important insights into how coaching practices are enacted and perceived outside the Philippine setting. The study found that although instructional coaching is widely adopted as a faculty development tool, many faculty members view coaching as predominantly supervisory or evaluative rather than supportive. Participants described coaching instances as hierarchical and rooted in surveillance, with limited trust and emotionally detached feedback undermining their engagement in developmental dialogue. These findings challenge the assumption that coaching, by default, naturally fosters professional growth; rather, its effectiveness is shaped by contextual factors such as organizational culture, trust, and clarity of purpose. This study implies that coaching models should be designed with attention to relationship quality, psychological safety, and collaborative norms to achieve genuine instructional improvement.

This study aligns with the present study's focus on supervisory competence, highlighting that instructional coaching may be misinterpreted as evaluative supervision if not clearly framed and implemented as a supportive developmental process. The findings suggest that effective coaching models require not just instructional strategies but relational expertise, which is a key domain of supervisory competence.

Ironsi, Yuan, and Solomon (2025) comparative study examined the role of mentorship in supporting teachers at different developmental stages (novice, mid-career, veteran), drawing on a mixed-methods design involving quantitative and qualitative data from teachers and mentors. Findings indicated that customized mentorship strategies yielded the most positive outcomes in professional growth, job satisfaction, and pedagogical confidence when tailored to teachers' specific developmental needs. Novice

teachers particularly benefited from instructional guidance and skill development focus, whereas veteran teachers valued leadership opportunities and autonomy support.

This research underscores that mentoring is not one-size-fits-all, and that differential mentorship programs can enhance teacher competence more effectively when guided by clear supervisory competencies. The study's emphasis on developmental tailoring resonates with master teachers' roles as experienced instructional leaders, necessitating supervisory expertise that adapts to teacher needs at varying career stages.

Puspitasari, Murwaningsih, and Purnama Adi (2024) conducted a systematic literature review on coaching techniques used in academic supervision in elementary schools, synthesizing 20 peer-reviewed international empirical articles published from 2019 to 2024. Their synthesis showed that coaching-based supervision, including structured coaching models like TIRTA-Innovative Coaching Flow and mentoring frameworks, significantly enhanced teachers' pedagogical competence, reflective practices, professional collaboration, and instructional innovation. Yet, the review also identified consistent barriers such as insufficient training for supervisors, time constraints, and lack of longitudinal evidence on sustained impact.

The review's emphasis on coaching as professional growth support rather than merely performance control aligns directly with your research's focus on coaching and mentoring. It demonstrates that foreign research consistently advocates for supervision models that prioritize continuous teacher reflection, collaboration, and empowerment.

Another study published in *Educational Psychology Review* examined the relationship between classroom observation quality and teacher instructional improvement across multiple countries. The authors found that structured observation followed by collaborative feedback significantly predicted teachers' adoption of evidence-based strategies, higher levels of reflection, and improved student engagement (Smith & Rodríguez, 2023). The study underscores that merely observing classrooms is insufficient; supervision must include dialogic feedback mechanisms that empower teachers to identify areas for growth and experiment with new practices. This perspective supports the present research's emphasis on supervisory competence domains such as content knowledge, pedagogy, and personal growth and professional development.

Although not strictly in K-12 teacher supervision, a multi-case study by Kadroon (2023) examined the use of coaching and mentoring supervision within Lesson Study contexts for preservice mathematics teachers. The study described how coaching cycles—such as preparation, implementation, reflection, and revision—contributed to enhanced research competencies and teaching practices among internship teachers.

This research contributes to international understanding of how coaching and structured mentoring supervision can be embedded into professional learning activities to enhance instructional capacity, even for teachers early in their careers. It reinforces the notion that supervisory competence must include cyclical, reflective coaching practices that encourage ongoing improvement.

Zhou, Shu, and Xu's (2023) meta-analysis of professional development (PD) studies in STEM education found that structured PD interventions, including coaching and mentoring components, substantially improve in-service teachers' self-efficacy (effect size $g = 0.64$, $p < .01$). Their review synthesizes international experimental studies and affirms that teacher PD rooted in coaching, feedback, and practice analysis has a robust positive effect on teacher capacity.

Although this meta-analysis is broad, it provides strong empirical evidence that professional development interventions with coaching components are effective. This supports the theoretical basis for enhancing coaching and mentoring programs for master teachers, suggesting that well-structured supervisory interventions can result in measurable gains in teacher competence.

Building on the earlier Gansu study, Liu et al. (2025) reveals that faculty resistance to instructional coaching is often rooted in perceptions of authority, emotional detachment, and unclear feedback structures.

Participants expressed that coaching feels more like supervision for evaluation than supportive professional development when protocols are ambiguous or when cultural power dynamics are strong.

This points to a global pattern: coaching and supervision are only effective when relationships, trust, and clarity are central to the process. Competent supervisors must therefore cultivate supportive climates and trustful interactions, a core dimension of supervisory competence.

Local Studies

Instructional supervision in the Philippine educational context has increasingly become a focal point of research, particularly as schools seek to enhance teacher performance, instructional quality, and professional development. Recent Philippine studies reveal a strong emphasis not just on classroom observation, but on coaching, mentoring, leadership roles, and teacher efficacy. These align directly with the objectives of this research on instructional supervisory competence of master teachers.

A recent empirical study in Surigao del Sur examined the role of master teachers in enhancing instructional supervision and its effect on teacher and learner performance. Reyes and Oropa (2025) found that instructional supervision was “highly manifested” across key result areas among master teachers, indicating that supervision practices such as classroom observation, feedback, and professional engagement were actively implemented. Interestingly, while instruction was strongly practiced, the study found no significant direct relationship between teacher performance and learners’ academic outcomes, suggesting that instructional supervision may be necessary but not sufficient alone for improved learning results.

The findings from Surigao del Sur underscore the importance of evaluating not just the presence of supervision practices, but their quality and alignment with coaching and mentoring frameworks, especially as instructional leaders are expected to support not only teacher performance but also the broader learning process.

Quilala and Tantiado (2025) investigated the link between instructional supervision and teachers’ self-efficacy. In their study involving 166 teachers in Cagayan de Oro City, the results demonstrated that higher levels of instructional supervision correlated with higher teacher efficacy. This suggests that when teachers perceive that they are being supervised with supportive practices—including feedback, consultation, and professional development—they feel more confident and competent in their teaching roles. Such links between supervision and efficacy highlight the need for supervisory competence among master teachers, who often serve as mentors and role models for less experienced teachers. This relationship between supervision and efficacy is critical. Teachers who feel supported and professionally developed through supervision are more likely to engage in reflective practice, improve their instructional strategies, and contribute positively to the learning environment.

Another local study conducted in Bukidnon explored the relationship between the instructional supervision practices of school heads and teachers’ instructional efficacy. Daigon and Alcopra (2024) found significant correlations between instructional supervision practices and teacher efficacy. Their research highlighted that when school heads engage in systematic supervision, including feedback provision, instructional monitoring, and professional discussion, it enhances teachers’ instructional competence and self confidence in delivering lessons effectively.

This study, which focuses on school heads, further suggests that effective instructional supervision should be systematic, collaborative, and aimed at teacher growth. In a Philippine school setting, master teachers frequently assist school heads in supervision and coaching, thereby amplifying the influence of supervisory practices across the school.

Research by Rafailles and Monteroso (2024) investigated the mediating effect of coaching and mentoring competencies on the relationship between instructional skills and job performance. Their correlational study of 300 public junior high school teachers in Samal City found that coaching and mentoring competencies significantly mediated the relationship between instructional skills and job

performance. Teachers with higher coaching and mentoring competencies also demonstrated better instructional performance.

This study is particularly relevant to the present research because it shows that coaching and mentoring are not simply add-on activities, but integral components of effective instructional practice. If instructional leaders are to supervise instruction effectively, possessing strong coaching and mentoring competencies will directly support their teacher colleagues in improving classroom teaching and professional growth.

A qualitative study by Baldera (2025) explored how master teachers in public elementary schools enact instructional leadership and influence their colleagues. The findings revealed that Philippine master teachers are positioned as instructional leaders who mentor peers, model best practices, and foster professional learning communities. Baldera's research highlighted that master teachers' identities evolve through reflective practice and continuous collaboration.

This narrative aligns with the Philippine Professional Standards for Teachers (PPST), which positions master teachers at the Highly Proficient level, expecting them to serve as exemplars and mentors. The study's rich qualitative insights provide a context for understanding how master teachers' supervisory competence is lived out in practice --- not just in formal observations, but in ongoing coaching, modeling, and leadership activities.

Cacabelos et al. (2024) provided narrative accounts from beginner teachers regarding coaching and feedback as aspects of instructional supervision. The study revealed that coaching and feedback are experienced by novice teachers as critical support mechanisms that help them adjust to the teaching profession, improve instructional strategies, and build confidence.

These narratives support the idea that coaching and mentoring within instructional supervision are deeply human processes that go beyond checklist observation. They involve interpersonal support, guidance, and reflective dialogue — key aspects of supervisory competence that master teachers must embody.

Culajara and Culajara (2024) explored coaching and mentoring practices in Philippine school contexts and found that both practices assist teachers in enhancing instructional competencies and achieving curricular goals. Their qualitative research with experienced teachers highlighted the positive effects of coaching and mentoring and their potential to inform policy and program development.

These insights are valuable for designing an enhanced coaching and mentoring program tailored to the Philippine setting, particularly within the Division of Masbate Province, where the current study is situated.

Synthesis of the State of the Art

Instructional supervision has evolved globally and locally from compliance-focused evaluation toward developmental, coaching-centered practices that foster teacher growth and instructional improvement. International literature emphasizes supervision as a multidimensional system integrating coaching, mentoring, reflective dialogue, and collaborative professional learning to enhance teacher competencies and professional identity (Knight, 2007; Mok & Staub, 2021; Toh et al., 2022). Empirical studies demonstrate that structured coaching cycles, feedback mechanisms, and mentoring relationships improve teacher self-efficacy, pedagogical skills, and engagement with reflective practice (Irons et al., 2025; Liu et al., 2025; Ramadhona et al., 2025; Zhou et al., 2023). Importantly, the effectiveness of supervision depends not only on technical strategies but also on relational factors such as trust, clarity of feedback, and alignment with teachers' developmental stages (Kakar et al., 2025; Liu et al., 2025).

Within the Philippine context, instructional supervision is conceptualized as a standards-based, career-oriented process, grounded in the PPST and PPSS frameworks (Department of Education [DepEd], 2020; NEAP, 2022). Master teachers are positioned as instructional leaders responsible for mentoring peers, modeling best practices, and fostering professional learning communities (Baldera, 2025; Culajara & Culajara, 2024). Local studies highlight that coaching and mentoring enhance instructional competencies,

teacher efficacy, and reflective practice (Quilala & Tantiado, 2025; Rafailles & Monteroso, 2024; Reyes & Oropa, 2025), mirroring international findings regarding the benefits of relational, growth-oriented supervision.

Despite strong conceptual and empirical support, gaps remain. Foreign research identifies that supervision and coaching are sometimes perceived as evaluative rather than developmental if relational trust and clarity are insufficient (Liu et al., 2025; Kadroon, 2023), while local studies note that systematic assessment of master teachers' supervisory competencies across multiple domains is limited (Baldera, 2025; Culajara & Culajara, 2024). Moreover, few studies explicitly link measured supervisory competencies with the design of enhanced coaching and mentoring programs tailored to teachers' needs, leaving a space for context-specific program development.

Overall, both international and Philippine literature converge on the principle that effective supervision integrates coaching, mentoring, reflective practice, and professional support. This convergence underscores the relevance of examining master teachers' supervisory competencies not only for evaluating teaching performance but also for informing structured, evidence-based coaching and mentoring programs that support continuous teacher development (Mok & Staub, 2021; Toh et al., 2022; DepEd, 2020; NEAP, 2022).

Gaps Bridged by the Study

A careful review of both foreign and local literature and studies was conducted by the researcher. While instructional supervision, coaching, and mentoring have been extensively explored in international and Philippine contexts, important gaps remain, particularly regarding the actual supervisory competencies of master teachers across multiple domains in public secondary schools. Much of the existing research has focused on general teacher development, professional learning programs, or school leadership practices, often emphasizing the outcomes of supervision rather than the specific competencies required by master teachers to effectively coach and mentor their peers (Ironsi et al., 2025; Puspitasari et al., 2024; Baldera, 2025).

This study helps fill that silence by examining the perceived level of supervisory competence of master teachers in domains such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and personal growth and professional development. While prior foreign studies highlight the benefits of coaching and mentoring on teacher skills and professional identity (Mok & Staub, 2021; Zhou et al., 2023; Toh et al., 2022), few have disaggregated these effects across teacher career stages or applied them specifically to experienced educators like master teachers. Similarly, local studies often document the practices of school heads or general teacher supervision but rarely investigate how master teachers embody supervisory competencies as relational leaders who directly mentor and coach colleagues (Quilala & Tantiado, 2025; Rafailles & Monteroso, 2024).

Another gap lies in the integration of supervision, coaching, and mentoring into structured, actionable programs. While global research recognizes the importance of reflective, developmental supervision (Knight, 2007; Liu et al., 2025), and Philippine literature emphasizes policy frameworks like the PPST and PPSS (DepEd, 2020; NEAP, 2022), there is limited empirical evidence on how these frameworks translate into context-specific coaching and mentoring programs. This study addresses this gap by linking measured supervisory competencies of master teachers to the design of an enhanced coaching and mentoring program tailored to their professional roles and the needs of their teacher colleagues.

Additionally, many previous works rely primarily on program evaluation metrics, quantitative teacher performance data, or generalized perceptions of supervision effectiveness (Reyes & Oropa, 2025; Puspitasari et al., 2024), which may overlook the nuanced interplay between supervisory skills, mentoring behaviors, and professional growth. By including both the master teachers' self-assessment and the perspectives of teacher-respondents, this research captures a multi-dimensional and relational

understanding of instructional supervision, reflecting both the personal competencies of master teachers and the impact on their colleagues.

By bridging these gaps, this study contributes empirical evidence on how master teachers' supervisory competencies can be systematized into practical coaching and mentoring frameworks. It provides a basis for refining professional development programs, enhancing teacher support mechanisms, and guiding policy and school-based initiatives that foster continuous professional growth, reflective practice, and instructional excellence in Philippine public secondary schools.

Theoretical Framework

This study is anchored on the following theories: Adult Learning Theory (Andragogy) by Malcolm Knowles (1984), Transformational Leadership Theory by Bernard M. Bass and Ronald E. Riggio (2006), and Social Learning Theory by Albert Bandura (1977). These theories collectively explain how supervisory competence, coaching, and mentoring practices influence teacher development and professional learning.

Andragogy (Adult Learning Theory) by Malcolm Knowles (1984)

Malcolm Knowles' andragogy theory provides a comprehensive explanation of how adults learn differently from children, emphasizing self-direction, life experience, goal orientation, relevance, practicality, and intrinsic motivation. Knowles' seminal work, *The Adult Learner: A Neglected Species* (1984), posits that adults bring prior knowledge and experiences to the learning process, which influence how they acquire new skills and integrate information (Knowles, 1984). This approach represents a paradigm shift from traditional pedagogical models that assume learners are passive recipients of knowledge, instead emphasizing that adults actively engage in learning processes based on their needs, motivations, and contextual realities.

A key feature of Andragogy is the recognition that adult learners are self-directed and learn most effectively when instruction is problem-centered, contextualized, and applicable to real-life situations.

Malcolm Knowles' (1984) Andragogy, or Adult Learning Theory, provides a strong theoretical foundation for understanding the instructional supervisory competence of instructional leaders within the context of professional development. Knowles posited that adults learn differently from children and therefore require learning experiences that are self-directed, relevant, experience-based, and problem-centered. Unlike traditional pedagogical approaches that position learners as dependent recipients of instruction, andragogy emphasizes that adult learners bring prior knowledge, professional experiences, and internal motivations that significantly shape how they engage in learning.

The present study focuses on the instructional supervisory competence of instructional leaders and its implications for an enhanced coaching and mentoring program. In this context, the learners are not students but teachers—adult professionals engaged in continuous professional growth. Consequently, supervisory practices such as classroom observation, feedback provision, mentoring conversations, and coaching cycles are essentially adult learning processes. When instructional leaders guide, mentor, and coach their colleagues, they are facilitating adult professional learning rather than delivering direct instruction in a traditional sense.

Knowles (1984) explained that adults are self-directed and prefer learning that addresses real-life problems and immediate professional needs. This principle directly relates to instructional supervision in schools, where teachers seek practical strategies to improve classroom instruction, manage diverse learners, enhance assessment practices, and respond to curriculum demands. Effective supervisory competence, therefore, requires master teachers to move beyond evaluative monitoring and instead adopt collaborative and reflective approaches that respect teachers' experiences and autonomy. Supervisors who understand adult learning principles are more likely to engage teachers in meaningful dialogue, co-construct instructional goals, and foster intrinsic motivation for professional improvement.

Moreover, andragogy highlights the importance of experiential learning. Teachers accumulate years of classroom practice, pedagogical experimentation, and contextual knowledge. Supervisory competence must therefore acknowledge and build upon these experiences rather than disregard them. Coaching and mentoring grounded in andragogical principles encourage reflective conversations where teachers analyze their own practices, identify areas for growth, and take ownership of their professional development. This aligns with contemporary views of instructional supervision as developmental rather than punitive.

The problem-centered orientation of adult learning further strengthens the relevance of Andragogy to the present study. Teachers are more responsive to supervision when feedback and mentoring are directly linked to authentic classroom challenges, such as improving learner engagement, addressing diversity, or enhancing assessment strategies. A supervisory approach informed by Andragogy ensures that coaching sessions are practical, contextualized, and solution-focused—characteristics that are critical for the success of an enhanced coaching and mentoring program.

In addition, Knowles (1984) emphasized intrinsic motivation as a key driver of adult learning. Teachers who perceive supervision as supportive and growth-oriented are more likely to develop professional confidence, self-efficacy, and commitment to continuous improvement. Conversely, supervision perceived as compliance-driven or purely evaluative may diminish motivation and hinder professional growth. Therefore, understanding and applying adult learning principles is essential for instructional leaders who are expected to function as instructional leaders, mentors, and facilitators of professional learning communities.

Overall, Andragogy provides a theoretical explanation for why instructional supervision must be collaborative, reflective, and developmentally responsive. Since the present study examines the supervisory competence of instructional leaders and proposes an enhanced coaching and mentoring program, grounding the research in adult learning theory ensures that supervisory practices are aligned with how teachers—as adult learners—acquire new knowledge, refine instructional practices, and progress in their professional careers. Thus, Knowles' Andragogy offers a coherent and appropriate theoretical lens for interpreting supervisory competence within the framework of adult professional development.

Transformational Leadership Theory by Bernard M. Bass and Ronald E. Riggio (2006)

Transformational Leadership Theory explains how leaders inspire and motivate followers to exceed expectations and facilitate positive change. Bass and Riggio (2006) expanded Burns' foundational work by identifying key dimensions of transformational leadership, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions describe leaders who actively engage, develop, and empower those they lead.

In educational contexts, transformational leadership is associated with enhanced teacher motivation, job satisfaction, instructional innovation, and professional collaboration. School leaders and instructional supervisors who exhibit transformational behaviors create supportive environments that encourage reflective practice, mutual trust, and continuous learning (Bass & Riggio, 2006). Within this study, Transformational Leadership Theory provides a foundation for understanding how master teachers — acting as instructional supervisors — can motivate and develop their colleagues through coaching and mentoring, rather than through top-down evaluative supervision.

Also, applying Transformational Leadership Theory to the present study strengthens the conceptual understanding of instructional supervision as development-oriented leadership rather than administrative oversight. Instructional leaders function not merely as evaluators of classroom performance but as transformational leaders who cultivate professional learning cultures within their schools. Their competence in supervision, coaching, and mentoring directly influences teachers' motivation, self-efficacy, and instructional improvement.

Moreover, transformational leadership has been widely associated in educational research with improved teacher performance, stronger professional collaboration, and enhanced school effectiveness. By grounding the present study in this theory, instructional supervisory competence is viewed through a leadership lens that integrates relational influence, professional modeling, intellectual engagement, and individualized mentoring support.

In summary, Transformational Leadership Theory provides a coherent explanation of how master teachers' supervisory competence can influence teacher development and school improvement. It supports the premise that effective supervision must inspire, guide, and develop teachers through coaching and mentoring processes that promote continuous professional growth. As such, it offers a strong theoretical foundation for proposing an enhanced coaching and mentoring program based on the findings of this study.

Social Learning Theory (Bandura, 1977)

Social Learning Theory posits that much learning occurs within social contexts through observation, modeling, and imitation. According to Bandura (1977), individuals learn by watching others and internalizing observed behaviors, especially when the observers identify with the models or see positive reinforcement.

This theory is highly applicable in educational supervision: master teachers model effective instructional strategies, provide real-time coaching, and create opportunities for colleagues to observe and adopt effective practices. Observational learning and modeling become key mechanisms through which supervisory competence is transmitted across classrooms and professional learning environments.

In the context of the present study, instructional leaders function as key models within the school environment. Their instructional practices, communication styles, classroom management techniques, and professional behaviors are observable by other teachers. When master teachers demonstrate strong competence in domains such as content knowledge, pedagogy, assessment, diversity of learners, and professional engagement, they provide concrete examples of effective instructional practice. Through classroom demonstrations, collaborative lesson planning, mentoring sessions, and coaching conversations, teachers learn not only from verbal feedback but also from modeled professional behaviors.

Bandura also emphasized the role of self-efficacy, the belief in one's capability to execute tasks successfully. Instructional supervision that incorporates modeling, constructive feedback, and collaborative dialogue can strengthen teachers' self-efficacy. When teachers observe master teachers effectively implementing instructional strategies and receive guided support in applying those strategies themselves, their confidence in managing classrooms, addressing learner diversity, and using assessment data improves. Enhanced self-efficacy is strongly associated with improved instructional performance and persistence in overcoming professional challenges.

Applying Social Learning Theory to the present study highlights that instructional supervisory competence operates through social influence and modeling mechanisms. Master teachers and school heads, as instructional leaders, serve as agents of professional learning by demonstrating effective practices and fostering environments where collaborative learning occurs. Coaching and mentoring are therefore not isolated supervisory activities but structured social learning opportunities that facilitate skill acquisition, reflective practice, and professional identity development.

In summary, Social Learning Theory provides a strong conceptual explanation for how supervisory competence translates into teacher growth. By emphasizing modeling, observational learning, reciprocal interaction, and self-efficacy, the theory supports the development of an enhanced coaching and mentoring program grounded in collaborative professional learning. Within the framework of this study, instructional leaders' supervisory competence can be understood as a social process that shapes instructional practices, professional confidence, and school-wide instructional improvement.

Figure 2 shows the Theoretical Paradigm of the study.

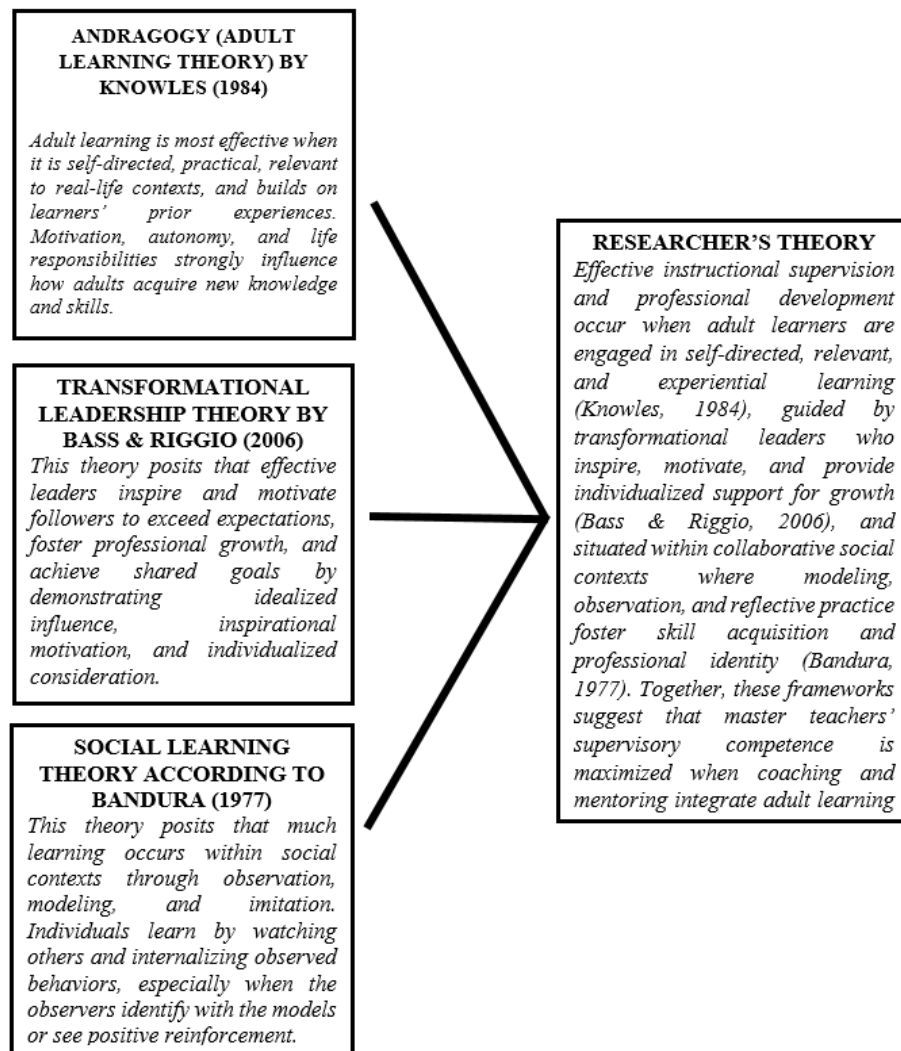


Figure 2. Theoretical Paradigm

Conceptual Framework

This study is anchored on a conceptual framework that examines the relationship between the profile of instructional leaders, their instructional supervisory competence, and the resulting input for developing an enhanced coaching and mentoring program.

The independent variables of the study are the profile of instructional leaders, which include age, sex, highest educational attainment, and instructional supervisory experience. These variables are considered potential influencing factors that may shape how instructional leaders perform their supervisory roles and how they are perceived in terms of competence.

The dependent variable is the instructional supervisory competence of instructional leaders. This competence is assessed in terms of key domains, 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. These domains represent

the essential areas of instructional leadership practice that contribute to effective school supervision and teaching support.

To generate a more comprehensive understanding, the study incorporates a dual-source assessment. Instructional supervisory competence is evaluated from two perspectives: the self-assessment of instructional leaders and the assessment provided by teacher-respondents. This dual perspective allows for a more balanced and objective evaluation of supervisory competence.

The results of these assessments are then subjected to a comparative data analysis, which examines the differences and/or convergence between the evaluations of instructional leaders and teachers. This analytical process helps identify consistencies and gaps in perceptions of instructional supervisory competence.

Figure 3 shows the Conceptual Paradigm of the study.

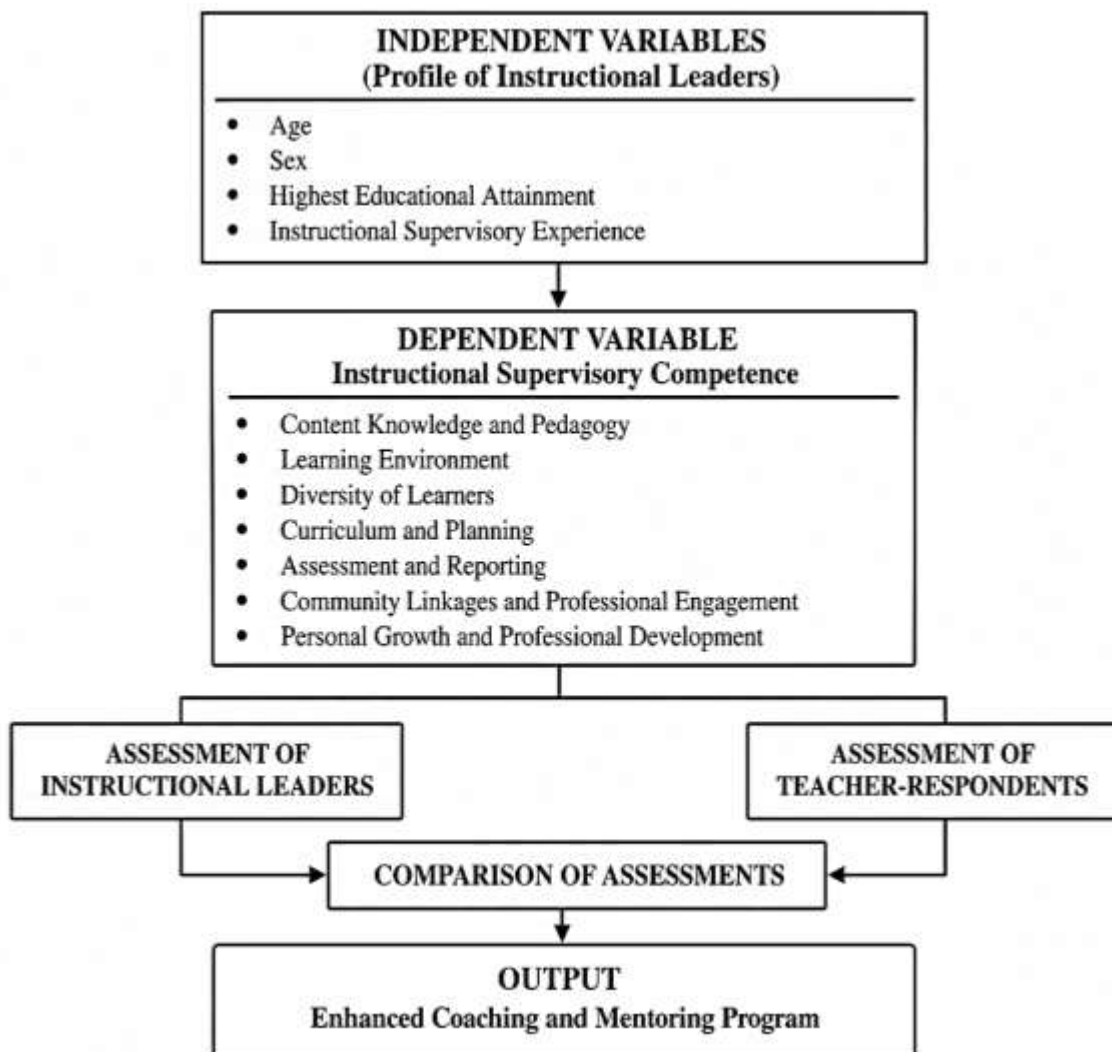


Figure 3. *Conceptual Paradigm*

METHODS

Research Design

To assess the instructional supervisory competence of instructional leaders in public secondary schools in Cawayan East District, Division of Masbate Province, a combination of descriptive-comparative and descriptive correlational research designs was employed in this study.

According to Creswell (1994), the quantitative method of research is the collection and analysis of numerical data to answer scientific research questions. It is used to summarize, average, find patterns, make predictions, and test causal associations, as well as generalize results to wider populations. In addition, the quantitative method of research is a method that tests objective theories by examining the relationship among variables (Creswell, 2003). It “explains phenomena by collecting numerical data that are analyzed using mathematically based methods” (Aliaga and Gunderson, 2002). Further, Babbie (2010) mentioned that quantitative methods emphasize objective measurements and statistical, mathematical, or numerical analysis of data obtained through polls, questionnaires, and surveys or by modifying pre-existing statistical data using computing tools. Its main focus is to gather numerical data and generalize it across groups of individuals or to describe a specific phenomenon.

Descriptive-comparative research design is a quantitative research design that focuses on describing differences between groups in a population without manipulating the independent variable. It aims to compare outcomes in two or more groups that naturally exist, using descriptive and analytical techniques to investigate differences (Cantrell, 2011). This study delved into finding the significant difference between the assessment of the instructional leaders and teacher-respondents on the extent of instructional supervisory competence of the instructional leaders in terms of the above-cited domains, and the significant difference between the assessment of the instructional leaders on the extent of instructional supervisory competence of the instructional leaders and their sex. Therefore, the use of descriptive-comparative research design is deemed fitting in this study.

A descriptive correlational design is used in research studies that aim to provide static pictures of situations as well as establish the relationship between different variables (McBurney & White, 2009). In correlational research, two variables, such as the height and weight of individuals, are studied to establish their relationship. Further, according to Sousa et al. (2007), this design describes the variables and relationships occurring naturally between and among them. In addition, descriptive statistics were used since more information can be drawn from a sample of the target population. On the other hand, the study was looking for the relationship between the assessment of the instructional leaders on the extent of instructional supervisory competence of the instructional leaders and age, highest educational attainment, and instructional supervisory experience. Thus, the correlation was also looked at in this study.

Therefore, the use of these two types of quantitative methods of research was appropriate in assessing the instructional supervisory competence of instructional leaders in public secondary schools in Cawayan East District, Division of Masbate Province.

Sampling Technique

To identify the instructional leaders in all public secondary schools in the Cawayan East District, Division of Masbate Province, a complete enumeration sampling was used. On the other hand, a purposive sampling technique was utilized to identify the number of teacher-respondents.

Complete enumeration sampling is a method used in surveys and data analysis to examine all possible elements in a finite set. It involves the selection, acquisition, and quantification of a part of the population, with the aim of providing a representative sample based on specific criteria (Ganapati et al., 2010). This approach is particularly useful when dealing with small sample sizes, as it allows for an exact test to be conducted by considering the complete distribution of the test statistic (Danius, Takis, Michaelides, 1997).

In addition, since the study requires selecting teachers from these respective schools, a purposive sampling technique, a strategy often employed in qualitative research to ensure that participants are information-rich cases who can meaningfully contribute to the understanding of the research problem (Palinkas et al., 2015), is utilized. These respondents were selected based on these criteria: a) must be the direct mentee of the mentor (instructional leaders), and b) must have at least five (5) years of service.

Respondents of the Study

There were fourteen (14) instructional leaders, including eleven (11) master teachers and three (3) school heads from three (3) public secondary schools in the Cawayan East District, Division of Masbate Province, namely: Malbug National High School, Tomas V. Rivera National High School, and Villahermosa National High School, and fifteen (15) teachers equally divided among these schools, who served as the main respondents of this study.

Below is the distribution of the respondents of this study.

Schools	Number of School Heads	Number of Master Teacher-Respondents	Number of Teacher-Respondents	Total Number of Respondents
Malbug National High School	1	2	5	7
Tomas V. Rivera National High School	1	6	5	11
Villahermosa National High School	1	3	5	8
Total	3	11	15	29

There was a total of twenty-nine (29) respondents for this study, comprising three (3) school heads, eleven (11) master teachers, and fifteen (15) teachers.

Research Instrument

A researcher-made survey questionnaire was utilized in this study to assess the instructional supervisory competence of master teachers in public secondary schools in Cawayan East District, Division of Masbate Province. The instrument is based on the seven (7) domains and thirty-seven (37) strands stipulated in the Philippine Professional Standards for Teachers (2017) for Highly Proficient Teachers (Career Stage 3), as stated in DepEd Order 42, s. 2017.

The survey questionnaire consists of two main parts. The first part is the profile of the master teachers in terms of age, sex, highest educational attainment, and instructional supervisory experience. Respondents put a check mark in the box that applies to their individual profile. The second part is the Level of Supervisory Competencies of Instructional Leaders. It is a checklist form along with the seven (7) domains of the PPST for Highly Proficient Teachers (Career Stage 3), namely: Domain 1: Content Knowledge and Pedagogy, Domain 2: Learning Environment, Domain3: Diversity of Learners, Domain 4: Curriculum and Planning, Domain 5: Assessment and Reporting, Domain 6: Community Linkages and Professional Engagement, and Domain 7: Personal Growth and Professional Development. Each domain consists of different strands. Respondents assessed the instructional leaders' level of instructional supervisory competence using a 5-point Likert scaling system reflected as follows: 5 – Highly Proficient, 4 – Proficient, 3 – Moderately Proficient, 2 – Less Proficient, and 1 – Not Proficient. To interpret the results, this study used the following parameters and corresponding interpretations: 4.50 – 5.00 “Demonstrates advanced instructional supervisory competence; provides highly effective leadership, coaching, and evidence-based support to teachers consistently”; 3.50 – 4.49 “Demonstrates solid instructional supervisory competence; provides effective supervision and support with minimal guidance”; 2.50 – 3.49 “Demonstrates developing instructional supervisory competence; provides basic supervision with occasional support”; 1.50 – 2.49 “Demonstrates limited instructional supervisory competence; supervision

is inconsistent and requires frequent guidance”; and 1.00 – 1.49 “Demonstrates very low instructional supervisory competence; unable to effectively perform supervisory functions without constant assistance.”

Data Gathering Procedure

Before the actual data gathering process, the researcher read the literature and studies. Then, the present proposal was conceptualized. It was submitted to his Thesis Adviser for further suggestions. Once all suggestions were incorporated into the original proposal, the researcher prepared all the required documents in preparation for the Thesis Outline Defense. All the recommendations of the members of the panel during the Thesis Outline Defense were integrated into the final manuscripts. Afterwards, all the necessary communication letters were prepared, signed by the researcher himself and his Thesis Adviser. It was submitted to the office of the Schools Division Superintendent, Division of Masbate Province, through the recommendation of the Senior Education Program Specialist (SEPS) for Planning and Research, for approval to survey the targeted respondents. Once approved, the researcher proceeded to the actual data-gathering activity. First, he met the respondents and explained to them the purpose, nature, and objectives of the present study. Then, all their rights, such as but not limited to the right to privacy, the right to withdraw from participating in the study without any serious consequences, and the right to review their responses, were discussed by the researcher. In addition, the researcher discussed with the respondents the schedule for the retrieval of the survey questionnaire, giving them ample time to assess all the indicators in the tool. Once all survey questionnaires were retrieved, all collected data were stored, analyzed, and interpreted using appropriate statistical treatment.

Statistical Measure

For a thorough analysis and understanding of the data gathered from the survey questionnaires, the researcher utilized the following statistical procedure:

Frequency Count. This is typically used to analyze categorical data that can be sorted into distinct categories. This tool was used to describe the number of occurrences of the profile of the respondents.

Percentage. This represents a proportion or a part of a whole, expressed as a fraction of 100, and is denoted by the symbol "%". This tool was used to describe the profile of the respondents in percentage form.

The formula for computing this is as follows:

$$P = \frac{Mn}{N} \times 100$$

where:

P = is the percentage

Mn = is the mean score

N = is the total score

Mean. According to Turner, J. R. (2013), this is the sum of a set of numerical values divided by the total number of values in that set. It is the most commonly used measure of central tendency, often referred to simply as the "average." This was used to determine the center tendency of data set.

The formula for computing this is as follows:

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

where:

$\bar{x}$ = sample mean
 Σ = summation symbol
 x_i = each data value
 n = number of sample data points

Weighted Mean. According to Bluman (2009), the weighted mean is used when values are not of equal importance. This procedure was used to measure the extent to which the respondents assessed the given research variables, which include the level of supervisory competence of instructional leaders in all public secondary schools in the Cawayan East District, Division of Masbate Province.

The formula for computing this is as follows:

$$\bar{X} = \frac{w_1X_1 + w_2X_2 + \dots + w_nX_n}{w_1 + w_2 + \dots + w_n} = \frac{\Sigma wX}{\Sigma w}$$

where:

$w_1, w_2, \dots, w_n$ = weights
 $X_1, X_2, \dots, X_n$ = values
 N = Total number of frequencies

Independent samples t-test. According to Mishra P., Singh U., Pandey C. M., Mishra P., & Pandey G. (2019), the independent t-test, also called the unpaired t-test, is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated (independent) groups. This was used to determine the significant difference in the extent of instructional supervisory competence of instructional leaders when grouped according to sex.

The formula for computing this is as follows:

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\left(\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}\right)}}$$

where:

$\bar{x}$ = mean
 s = standard deviation
 n = sample size
 $df = (n_1 - 1) + (n_2 - 1)$

Test of Significance

If the computed value of t is less than the positive tabular value, then the null hypothesis is accepted. However, if the reverse is true, then the null hypothesis is rejected. If the computed value of t is greater than the negative tabular value, the null hypothesis is accepted. However, if the reverse is true, then the null hypothesis is rejected.

Chi-Square Test. It is a non-parametric statistical method used to analyze categorical data to determine if there is a significant difference between observed frequencies and expected frequencies based on a null hypothesis. It is primarily used for goodness-of-fit or testing independence between variables (Pearson, 1900). This was used to determine the significant relationship between instructional leaders' assessment of their instructional supervisory competence and profile variables.

The formula for computing this is as follows:

$$\chi^2 = \sum \frac{(OF-EF)^2}{EF}$$

where:

OF = observed frequencies

EF = expected frequencies

Standard Deviation. It measures the extent of scattering in a set of values, typically compared to the mean value of the set (Whitley E, Ball J., 2002; Vetter T.R., 2007; Wissing DR, Timm D., 2012). This was used to check whether the variation of scores is closer to the mean or not.

The formula for computing this is as follows:

$$\sigma = \sqrt{\frac{\sum_{i=1}^N (X_i - \mu)^2}{N}}$$

where:

σ = Population Standard Deviation

Σ = sum of (from $i = 1$ to N)

X_i = each value in the population

μ = population mean

N = number of values in the population

RESULTS AND DISCUSSION

Profile of the Instructional Leaders

This section presents the profile of the instructional leaders in all public secondary schools in the Municipality of Cawayan. The data include their age, sex, highest educational attainment, and instructional supervisory experience, which may influence their instructional supervisory competence.

Age

Table 1 shows the age profile of the instructional leaders. This provides insight into their level of professional maturity and potential to lead within the school system. Knowing the age distribution is important. This metric typically reflects the extent of teaching experience, preparedness for leadership positions, and capacity to adapt to evolving educational environments. This view aligns with international studies. These studies highlight that professional growth and leadership skills develop over time through experience, reflection, and ongoing involvement in mentoring and supervision (Toh et al., 2022; He et al., 2024).

Table 1.1. *Profile of the Instructional Leaders in terms of Age*

Indicators	Frequency	Percentage
26-30	2	12.5
31-35	6	37.5
36-40	5	31.25
41-45	3	18.75
Total	16	100

The findings show that a significant number of respondents are in the 31-35 age group, accounting for 37.5% of the total. Following them are those aged 36 to 40, who account for 31.25%. This means nearly

seven out of ten instructional leaders are between 31 and 40 years old. Table 1 indicates that most instructional leaders are in their early to mid-career phase. This stage is often associated with sufficient teaching experience and a strong ability to innovate and grow. This supports the findings of Mok and Staub (2021), who noted that guided professional support during this stage greatly improves teaching skills.

Meanwhile, 18.75% of respondents are in the 41-45 age group. This suggests that more experienced instructional leaders can provide deeper insights, mentorship, and greater leadership stability. This finding aligns with Toh et al. (2022), which highlighted the important role experienced educators play in mentoring and shaping professional identity in teaching communities. In contrast, only 12.5% are in the 26-30 age range. This indicates that relatively few early-career teachers hold instructional leadership roles, likely because they need prior classroom experience and professional skills before taking on such responsibilities. This result supports the study by Quilala and Tantiado (2025), which found that supervisory skills often develop with experience and are associated with higher levels of teacher effectiveness.

A notable trend is that 68.75% of instructional leaders are in the 31-40 age group. This pattern suggests schools often place teachers in leadership roles when they have developed teaching expertise, while remaining open to new strategies and reforms. This finding aligns with Ramadhona et al. (2025), who noted that teachers at this stage are more receptive to coaching and mentoring and are more involved in improving instruction. In the Philippine educational context, this aligns with the Department of Education's ongoing efforts to strengthen leadership pathways by empowering competent and promising teachers (DepEd, 2020).

The implications of these findings are varied. Practically, having many mid-career instructional leaders suggests a workforce likely to respond well to programs that build skills, such as mentoring, coaching, and ongoing development. This supports findings by Culajara and Culajara (2023), which emphasized that coaching and mentoring effectively enhance teacher skills and growth. From a policy perspective, the data highlights the need to prepare teachers for leadership roles earlier in their careers to ensure sustainability. This is consistent with NEAP (2022) initiatives on structured professional development pathways. Theoretically, the results reinforce the idea that effective instructional leadership is influenced not just by age but by the combination of experience, readiness, and opportunities for development, as supported by Zhou et al. (2023).

Sex

Table 1.2 shows the sex profile of the instructional leaders, offering a key demographic view for understanding leadership representation in schools. Looking at sex distribution helps identify patterns of participation, fairness, and inclusivity in instructional leadership roles. This is especially relevant in the Philippine basic education system, where gender representation in leadership has been a long-standing focus. This view supports local literature highlighting the importance of inclusive participation in instructional leadership as part of professional learning communities (DepEd, 2020).

Table 1.2. *Profile of the Instructional Leaders in terms of Sex*

Indicators	Frequency	Percentage
Male	5	31.25
Female	11	68.75
Total	16	100

The findings show that most instructional leaders are female, making up 68.75% of the respondents. This means that over two-thirds of instructional leadership positions in the sample are held by women. In contrast, male instructional leaders represent 31.25%, which is less than one-third of the total respondents. The result indicates that instructional leadership in the participating schools is mainly led by women,

reflecting a trend commonly seen in the teaching profession in the Philippines. This observation aligns with Baldera (2025), who noted that female educators dominate both teaching and instructional leadership roles in Philippine schools.

This trend is not surprising, as the basic education workforce consists mostly of female educators, which extends to leadership roles like instructional leaders, master teachers, and department heads. This finding is consistent with Culajara and Culajara (2023), who highlighted that women play a key role in both teaching and mentoring in schools. The results show a strong presence of women in instructional leadership, suggesting that they are not only well-represented in classroom teaching but also take on supervisory and mentoring roles within schools. This supports the findings of Rafalles and Monteroso (2024), which indicated that coaching and mentoring skills, often practiced by master teachers, are closely linked to instructional performance.

The presence of 31.25% male instructional leaders shows that male educators still have a noteworthy, though smaller, presence in instructional leadership. This distribution suggests some level of gender balance in participation, even if not equal, and highlights that leadership opportunities are available to both men and women, though influenced by the overall gender makeup of the teaching workforce. This finding is consistent with Daigon and Alcopra (2024), who emphasized that the effectiveness of instructional leadership is based on supervisory practices and skills, not gender.

These findings have important implications. In the Philippine educational context, strong female representation underscores the need for leadership development programs that empower women educators, especially in enhancing their roles in school leadership. This supports DepEd (2020) policies that stress equal opportunities in professional development. At the same time, it highlights the importance of encouraging more male teachers to take on instructional leadership roles to promote greater gender diversity, which can enhance leadership perspectives and decision-making.

Theoretically, the results support the idea that instructional leadership is not limited by gender but is influenced more by competence, experience, and professional qualifications. This aligns with international literature that shows instructional effectiveness is driven by professional skills rather than demographic factors (Mok & Staub, 2021). However, the distribution also reflects wider sociocultural dynamics in education, where teaching and instructional leadership are traditionally linked to female professionals, as noted by Baldera (2025).

Highest Educational Attainment

Table 1.3 shows the profile of instructional leaders based on their highest level of education. This is an important sign of their academic background, career growth, and ability to handle complex leadership tasks. In the Philippine educational system, higher academic qualifications are usually connected to better teaching skills, research abilities, and leadership success in school management. This view aligns with Zhou et al. (2023), who found that professional development and higher studies greatly boost teacher confidence and teaching skills.

Table 1.3. *Profile of the Instructional Leaders in terms of Highest Educational Attainment*

Indicators	Frequency	Percentage
Bachelor's Degree	0	0
Master's Degree Undergraduate	8	50
Master's Degree Holder	4	25
Doctorate Degree Undergraduate	0	0
Doctorate Degree Holder	4	25
Total	16	100

The findings show that none of the instructional leaders have a bachelor's degree (0%) or are doctoral degree undergraduates (0%). This means all respondents have gone beyond their undergraduate studies. This suggests a strong culture of professional development among instructional leaders and aligns with DepEd's focus on ongoing learning (DepEd, 2020). This is consistent with Culajara and Culajara (2023), who stressed the importance of continuous education in improving teaching skills.

Table 1.3 indicates that the largest group of respondents is master's degree undergraduates (50%). This means half of the instructional leaders are currently pursuing graduate education. This reflects a strong commitment to professional growth and indicates that many are working to strengthen their theoretical and practical knowledge in education. This supports the research by Mok and Staub (2021), which pointed out that ongoing professional development leads to better teaching abilities. Meanwhile, 25% have completed their master's degrees, showing that a quarter of the respondents have finished their graduate studies.

Interestingly, another 25% hold doctorate degrees, showing that a significant number of instructional leaders have high-level academic qualifications. This finding aligns with Sumena Jr. et al. (2025), which highlighted that higher education is linked to stronger instructional leadership and professional growth. This distribution shows that one in every four instructional leaders has reached the highest level of formal education, which may lead to improved research skills, advanced leadership abilities, and deeper expertise in instructional supervision.

A clear pattern in the data is that 100% of the respondents have participated in or completed graduate studies, either at the master's or doctoral level. This demonstrates a highly qualified group of instructional leaders, suggesting that academic growth is highly valued and likely required or encouraged for their career advancement. This supports the conclusions of Rafailles and Monteroso (2024), who found that higher coaching and mentoring skills are tied to better instructional performance.

These findings are significant for the Philippine education system. The high level of graduate education among instructional leaders matches DepEd's professional standards, which focus on advanced qualifications for leadership and specialized roles (DepEd, 2020). It also underscores the importance of maintaining scholarship programs, support for graduate studies, and ongoing education efforts to enhance instructional leadership capacity, in line with NEAP (2022).

In practice, having master's and doctoral holders means that instructional leaders are well-equipped to apply evidence-based practices, lead curriculum changes, and assist teacher development through strategies based on research. This aligns with Smith and Rodríguez (2023), who stressed the need for evidence-based instructional improvement. However, the significant number of master's degree candidates (50%) suggests a continued need for institutional support to help them complete their advanced studies.

The data highlight a well-educated group of instructional leaders who are strongly focused on graduate studies and academic progress. This profile emphasizes the dedication of instructional leaders to professional growth and reinforces the importance of higher education in enhancing the effectiveness of instructional leadership in schools, as supported by Zhou et al. (2023).

Instructional Supervisory Experience

Table 1.4 shows the profile of instructional leaders based on their supervisory experience. This experience is an important sign of their ability to guide and mentor teachers, ensuring effective teaching. In the Philippine educational setting, supervisory experience is connected to building skills in instructional leadership. This is especially true in areas like curriculum implementation, classroom observation, and teacher coaching. This matches the views of DepEd (2020) and Toh et al. (2022), which stress that supervision is a process of development that includes mentoring and coaching.

Table 1.4. *Profile of the Instructional Leaders in terms of Instructional Supervisory Experience*

Indicators	Frequency	Percentage
Less than 1 year	3	18.75
2 to 5 years	6	37.5
6 to 10 years	3	18.75
11 to 15 years	4	25
16 to 20 years	0	0
20 years and above	0	0
Total	16	100

The findings show that most instructional leaders have 2 to 5 years of supervisory experience (37.5%). This indicates that many respondents are still in the early stages of their leadership practice. A significant number of instructional leaders are relatively new in formal supervisory roles, but they are already involved in instructional leadership tasks. This aligns with Ironsi et al. (2025), who noted that early-stage supervisors benefit the most from structured mentoring and coaching support. Table 1.4 shows that instructional leadership in the participating schools consists mainly of emerging leaders who are still developing their expertise in supervision and mentoring.

At the same time, 25% of respondents have 11 to 15 years of experience. This group represents a smaller but important number of highly experienced instructional leaders. These individuals likely act as anchors in the school system, sharing their knowledge, mentoring less experienced leaders, and contributing to the stability of instructional supervision practices. This is consistent with Toh et al. (2022), which highlighted the role of experienced educators in mentoring and forming professional identities.

Conversely, both the less than 1 year group (18.75%) and the 6 to 10 years group (18.75%) show nearly equal numbers of novice and moderately experienced instructional leaders. This suggests a relatively even distribution between those who are newly assigned and those with intermediate experience in supervisory roles. Notably, there are no respondents in the 16 to 20 years (0%) and 20 years and above (0%) categories. This indicates that very few long-tenured instructional supervisors are in the sample. This finding contrasts with some international data, which shows that long-tenured supervisors are more common (He et al., 2024). This difference suggests variations in leadership structures across contexts.

A significant trend from the data is that 75% of instructional leaders have 10 years or less of supervisory experience. This highlights that instructional leadership roles are mainly held by early- to mid-career supervisors. This distribution may indicate a system where instructional leadership positions are often rotated or assigned based on current performance and leadership potential rather than solely on long-term tenure. This finding aligns with Ramadhona et al. (2025), who emphasized the changing nature of instructional leadership positions in modern educational systems.

In the Philippine educational system, the prevalence of less experienced instructional leaders underscores the need for ongoing mentoring systems, coaching support, and structured leadership training programs to improve supervisory skills. This supports the findings of Culajara and Culajara (2023) and NEAP (2022), which emphasize structured coaching and mentoring programs. It also suggests the importance of establishing succession planning and leadership development pathways to prepare emerging leaders for more complex supervisory duties.

Regarding practice, the presence of many early-career instructional leaders provides both an opportunity and a challenge. While this allows for new ideas and innovation in instructional supervision, it also highlights the need for ongoing professional support to maintain consistency and quality in

instructional monitoring and teacher development. This aligns with Mok and Staub (2021), who stressed sustained support for professional growth.

The data show that instructional leaders are mostly in the developing stage of supervisory experience, alongside a smaller but crucial group of seasoned practitioners. This combination offers both the potential for growth and the need for strong capacity-building mechanisms to ensure effective instructional leadership in schools, as supported by DepEd (2020) and Rafailes and Monteroso (2024).

Extent of Instructional Supervisory Competence of Instructional Leaders Across PPST Domains as Perceived by Themselves and Teacher-Respondents

Content Knowledge and Pedagogy

Table 2.1 shows the level of instructional supervisory skills of instructional leaders in terms of Content Knowledge and Pedagogy, as seen by both the leaders and teacher respondents. This area emphasizes understanding the subject matter and effectively applying teaching principles during the learning process. It focuses on integrating content knowledge across different curriculum areas and using appropriate teaching strategies based on research. It also points out the importance of communication methods, developing literacy and numeracy, and using ICT to support meaningful and high-quality learning experiences for students (Department of Education [DepEd], 2017).

Both groups usually view instructional leaders as Highly Proficient, with average scores of 4.670 (instructional leaders) and 4.581 (teachers). This indicates that instructional supervisory skills are clearly evident in practice. This finding aligns with Mendoza and Bautista (2022), who stated that master teachers have very good instructional leadership practices in curriculum content and pedagogy. It also found that senior high school teachers show highly proficient instructional skills and a notable moderate correlation between the two. However, slight differences in ratings, especially in certain indicators, show variations in how supervisory practices are experienced and perceived.

Table 2.1 *Extent of Instructional Supervisory Competence of Instructional Leaders in Terms of Content Knowledge and Pedagogy*

Indicators	Instructional Leaders			Teachers		
	$\bar{x}_w$	Interpretation	Rank	$\bar{x}_w$	Interpretation	Rank
1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.	4.688	Highly Proficient	4	4.667	Highly Proficient	3
1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	4.438	Proficient	7	4.600	Highly Proficient	5
1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.	4.813	Highly Proficient	1.5	4.667	Highly Proficient	3
1.4.3 Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.	4.813	Highly Proficient	1.5	4.267	Proficient	7
1.5.3 Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	4.563	Highly Proficient	6	4.667	Highly Proficient	3
1.6.3 Model and support colleagues in the proficient use of Mother Tongue, Filipino	4.688	Highly Proficient	4	4.467	Proficient	6

and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture.

1.7.3 Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. 4.688 Highly Proficient 4 4.733 Highly Proficient 1

Composite	4.670	Highly Proficient	4.581	Highly Proficient
SD	0.258		0.127	

It can be seen from Table 2.1 that instructional leaders rated themselves highest in two areas: 1.3.3 (ICT integration) and 1.4.3 (evaluation of teaching strategies for literacy and numeracy), both with a mean of 4.813, which means Highly Proficient. This finding aligns with Fajardo and Meimban (2025), who discovered that master teachers displayed extensive instructional management strategies in Content Knowledge and Pedagogy, with an overall weighted mean of 4.583. These results suggest that instructional leaders see themselves as highly effective in promoting technology-based instruction and collaborating with colleagues to evaluate strategies that improve literacy and numeracy outcomes. They view these as their strongest supervisory roles, showing confidence in supporting 21st-century teaching methods and fundamental learning areas.

In contrast, the lowest-rated indicator among instructional leaders is 1.2.3 (collaboration in research to enhance content and pedagogy), with a mean of 4.438, interpreted as Proficient. This differs from Reyes and Oropa (2025), who found that instructional supervision was strongly shown across key result areas among master teachers. While still positive, this indicates that instructional leaders see research collaboration as their least developed supervisory function compared to others. This suggests a relative need to improve involvement in research-related collaboration and evidence-based instructional improvement.

The standard deviation of 0.258 shows a moderate level of variability in responses, suggesting that instructional leaders do not evaluate their competencies uniformly across all areas. This means that while they generally see themselves as highly proficient, their confidence varies depending on the specific supervisory function.

From the teachers' perspective, the highest-rated indicator is 1.7.3 (communication strategies), with a mean of 4.733, interpreted as Highly Proficient. This supports the study by Mendoza and Bautista (2022), whose findings highlighted strengths in master teachers' leadership practices related to demonstrating model lessons and using technology resources. This shows that teachers strongly view instructional leaders as very effective in using verbal and non-verbal communication strategies that boost learner engagement, participation, and understanding. This skill seems to be the most visible and consistently experienced aspect of instructional supervision.

On the other hand, the lowest-rated indicator is 1.4.3 (evaluation of teaching strategies for literacy and numeracy), with a mean of 4.267, interpreted as Proficient. This difference in perception matches the findings of Liu et al. (2025), who revealed that faculty members often see instructional coaching as mainly supervisory or evaluative rather than supportive due to hierarchical structures and detached feedback. Although still positive, this suggests that teachers view instructional leaders as somewhat less effective in working together to evaluate strategies that support literacy and numeracy growth than in other supervisory areas.

The standard deviation of 0.127 shows low variability, indicating that teachers' responses are very consistent. This suggests a shared and stable view of instructional leaders' supervisory skills in the school environment.

Both groups consistently rated ICT integration (1.3.3) and communication strategies (1.7.3) as Highly Proficient. This consistency aligns with Mok and Staub (2021), who found a significant positive effect of coaching, mentoring, and supervision on instructional skill development among pre-service teachers (effect size $d = 0.41$). This indicates a mutual recognition that instructional leaders excel in integrating technology into instruction and effectively communicating with teachers and learners. These skills seem well established and consistently demonstrated in school practice.

However, a difference is evident in the evaluation of teaching strategies for literacy and numeracy (1.4.3). Instructional leaders rated this at Highly Proficient (4.813), while teachers rated it lower at Proficient (4.267). This discrepancy aligns with Liu et al. (2025), who found that instructional coaching is often seen as hierarchical and focused on oversight rather than collaborative professional growth. This suggests a possible gap between how instructional leaders see their supervisory effectiveness and how teachers experience it. It may indicate differences in expectations, visibility, or depth of instructional evaluation practices.

Similarly, in collaboration in research (1.2.3), instructional leaders rated themselves lower (Proficient, 4.438), while teachers rated them higher (Highly Proficient, 4.600). This opposite perception contrasts with Toh et al. (2022), who emphasized a mentoring framework where supervision, coaching, and mentoring overlap to promote reflective practice and professional identity development. This opposite perception suggests that although instructional leaders feel less confident in research collaboration, teachers still see their support in this area as strong, possibly through informal guidance or indirect research-related help.

The findings indicate that instructional supervisory competence in Content Knowledge and Pedagogy is generally seen as Highly Proficient, reflecting strong instructional leadership practices in the participating schools. This supports Fajardo and Meimban's (2025) study, which showed that master teachers demonstrated extensive practices across educational management areas linked to PPST. The consistently high ratings in communication and ICT integration emphasize the key strengths of instructional leaders in promoting effective teaching and learning in the Philippine educational context.

However, the differences noted in instructional evaluation (literacy and numeracy) and research collaboration point to areas needing improvement. This aligns with Baldera (2025), who pointed out that master teachers implement instructional leadership by mentoring, modeling best practices, and building professional learning communities, though systematic assessment of supervisory skills remains limited. The differing perceptions highlight the need for clearer alignment between how instructional leaders assess themselves and teachers' experiences of supervision. Improving collaborative instructional evaluation practices and increasing the visibility of research-based supervision could help close this gap.

The lower standard deviation among teachers indicates that their perceptions are more consistent, making their feedback especially useful for shaping leadership development programs. This aligns with Quilala and Tantiado (2025), who found that higher levels of instructional supervision corresponded with higher teacher self-efficacy. Meanwhile, the greater variability among instructional leaders suggests a need for more reflective and standardized supervisory practices.

Learning Environment

Table 2.2 shows how well instructional leaders are performing in terms of creating a Learning Environment, based on feedback from both the leaders and the teachers. This area highlights the teacher's role in creating and maintaining a safe, secure, fair, and supportive learning space. Such an environment encourages student engagement and success. It focuses on classroom management practices that encourage positive behavior, promote active participation, and provide opportunities for students to excel in a learning-oriented and inclusive atmosphere that supports their growth (DepEd, 2017). This study uses these insights to assess the supervisory skills of instructional leaders. It examines how these leaders assist and monitor

teachers in building effective and supportive learning environments, relying on input from both the leaders and the teachers.

Table 2.2 Extent of Instructional Supervisory Competence of Instructional Leaders in Terms of Learning Environment

Indicators	Instructional Leaders			Teachers		
	$\bar{x}_w$	Interpretation	Rank	$\bar{x}_w$	Interpretation	Rank
2.1.3 Exhibit effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.813	Highly Proficient	5.5	4.667	Highly Proficient	2
2.2.3 Exhibit effective practices to foster learning environments that promote fairness, respect and care to encourage learning.	4.938	Highly Proficient	1.5	4.667	Highly Proficient	2
2.3.3 Work with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.938	Highly Proficient	1.5	4.533	Highly Proficient	6
2.4.3 Work with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	4.813	Highly Proficient	5.5	4.600	Highly Proficient	4
2.5.3 Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.	4.688	Highly Proficient	7	4.400	Proficient	7
2.6.3 Exhibit effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments.	4.875	Highly Proficient	3	4.667	Highly Proficient	2
Composite	4.844	Highly Proficient		4.589	Highly Proficient	
SD		0.083			0.122	

As shown in Table 2.2, instructional leaders had an average score of 4.844, classified as Highly Proficient. Teachers scored slightly lower at 4.589, also in the Highly Proficient range. This aligns with findings from Fajardo and Meimban (2025), who noted widespread instructional management practices in Learning Environment and Diversity of Learners among master teachers, with an overall average of 4.661. Although both groups fall into the same category, the difference in scores suggests varying perceptions of the intensity and consistency of supervisory practices between self-assessments and teacher experiences.

Table 2.2 reveals that instructional leaders rated themselves highest in two areas: 2.2.3 (fairness, respect, and care in learning environments) and 2.3.3 (classroom structure management and active learning strategies), both scoring 4.938, interpreted as Highly Proficient and jointly ranked 1.5. This supports Fajardo and Meimban (2025), whose master teachers also scored highest in applying strategies for positive learning environments and understanding protective policies for teaching staff and students. These results suggest that instructional leaders see themselves as exceptionally strong in promoting equitable and respectful learning environments and aiding teachers in managing interactive and engaging classrooms. These skills show their confidence in fostering inclusive and learner-centered settings that support collaboration and participation.

In contrast, the lowest-rated area was 2.5.3 (promoting learner responsibility and self-directed learning), which scored 4.688, classified as Highly Proficient but ranked lowest among the indicators. This observation agrees with Mendoza and Bautista (2022), who identified strengths in classroom management and participation but noted the need for development in encouraging learner independence. While still rated highly, this indicates that instructional leaders see learner autonomy and self-regulation as less emphasized in their supervisory support compared to other classroom management areas.

The low standard deviation of 0.083 indicates very little variation in responses, showing strong agreement among instructional leaders about their supervisory abilities in this area. This means that instructional leaders have a consistent view of their strengths in creating and supporting effective learning environments.

From the teachers' standpoint, the highest-rated indicators are 2.1.3 (safe and secure learning environments), 2.2.3 (fairness, respect, and care), and 2.6.3 (positive and non-violent discipline), with all averaging 4.667, categorized as Highly Proficient and ranked 2nd. This finding aligns with Reyes and Oropa (2025), who reported strong instructional supervision across key result areas among master teachers. It indicates that teachers perceive instructional leaders as effective in ensuring safe, respectful, and well-disciplined learning environments. These characteristics are evident in school practice and consistently felt by teachers, reflecting effective supervisory influence in maintaining order and fostering a positive classroom culture.

On the other hand, the lowest-rated area for teachers was 2.5.3 (promoting learner responsibility and self-directed learning), scoring 4.400, classified as Proficient and ranked 7th. This supports Mendoza and Bautista (2022), whose senior high school teachers rated classroom management highly but indicated potential for improvement in fostering self-assessment and independence. Unlike other indicators that are Highly Proficient, this suggests that teachers see a gap in instructional leaders' effectiveness in encouraging learner autonomy and self-regulation in classroom supervision.

The standard deviation of 0.122 suggests low variability, indicating that teachers have a relatively consistent view of instructional leaders' supervisory competence in this area, though with slightly more variation than the opinions of the instructional leaders.

Both groups consistently rated safe and secure learning environments (2.1.3), fairness, respect, and care (2.2.3), and positive discipline (2.6.3) as Highly Proficient. This strong agreement aligns with local studies like Baldera (2025), which positioned master teachers as instructional leaders who mentor peers, model best practices, and build professional learning communities. This consistency suggests that instructional leaders are widely viewed as effective in maintaining orderly, respectful, and supportive

school environments. These skills are very visible and directly experienced in daily school operations, helping to explain the uniform ratings.

A key difference appears in 2.5.3 (learner responsibility and self-directed learning). Instructional leaders rated themselves at 4.688 (Highly Proficient), while teachers rated it lower at 4.400 (Proficient). This gap aligns with Liu et al. (2025), who found that instructional coaching was often seen as hierarchical and evaluative instead of supportive when trust and clarity were lacking. This suggests a perceptual gap, where instructional leaders think they are strongly promoting learner autonomy, but teachers feel this support is less clear or consistently implemented in classroom supervision.

Another subtle difference occurs in classroom structure management (2.3.3). Instructional leaders rated themselves at the highest level (4.938), while teachers rated it lower at 4.533, still in the Highly Proficient range. This suggests that although teachers recognize strength in this area, they view it as less pronounced than instructional leaders do.

The very low standard deviation for instructional leaders (0.083) indicates extremely consistent self-ratings, suggesting a shared view of strong competence across all indicators. In contrast, teachers' standard deviation of 0.122, while still low, shows slightly more variation in their responses. This means that teachers have more diverse experiences of instructional leadership practices, especially in areas related to learner autonomy and classroom management strategies.

Furthermore, the findings show that both groups perceive instructional supervisory competence in the Learning Environment as Highly Proficient. This highlights strong leadership in maintaining safe, respectful, and disciplined school environments, which is crucial for effective schooling in the Philippine context. This supports Fajardo and Meimban (2025), who concluded that master teachers' instructional management practices were widespread within the Learning Environment domain.

The strongest agreement between instructional leaders and teachers is in ensuring safe, respectful, and well-disciplined learning environments. This suggests that instructional leadership practices in these areas are clearly visible and effectively carried out. It reflects strong adherence to DepEd policies on child protection, classroom management, and positive discipline.

However, the ongoing difference in promoting learner autonomy and self-directed learning signals an area for growth. This aligns with Liu et al. (2025), whose participants described coaching as hierarchical and diminishing developmental dialogue when relational factors were weak. While instructional leaders believe they are effectively developing this competency, teachers perceive it as weaker. This gap suggests the need for more explicit, structured, and observable supervisory strategies that encourage learner independence in classroom practices.

The low variability in both groups' responses further supports the reliability of these findings, while also showing that perceptions are generally stable rather than strongly differentiated. This aligns with Quilala and Tantiado (2025), who connected higher instructional supervision to improved teacher efficacy through supportive feedback and professional development.

Diversity of Learners

Table 2.3 shows how well instructional leaders understand their supervisory role in terms of Diversity of Learners, as seen by both instructional leaders and teacher-respondents. This area highlights the importance of recognizing and addressing the different backgrounds, abilities, needs, and experiences of learners. It focuses on teaching methods that include everyone. This involves supporting learners from various cultural, linguistic, and socio-economic backgrounds, as well as those with special learning needs, to make sure they all have fair access to quality education (DepEd, 2017). In terms of instructional supervisory competence, this area looks at how instructional leaders help teachers adopt inclusive practices that take learner diversity into account, based on the perspectives of both groups of respondents.

Table 2.3 *Extent of Instructional Supervisory Competence of Instructional Leaders in Terms of Diversity of Learners*

Indicators	Instructional Leaders			Teachers		
	$\bar{x}_w$	Interpretation	Rank	$\bar{x}_w$	Interpretation	Rank
3.1.3 Work with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	4.813	Highly Proficient	2	4.467	Proficient	3.5
3.2.3 Exhibit a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio- economic and religious backgrounds.	4.875	Highly Proficient	1	4.667	Highly Proficient	1
3.3.3 Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.	4.500	Highly Proficient	5	4.467	Proficient	3.5
3.4.3 Evaluate with colleagues 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.	4.625	Highly Proficient	3.5	4.533	Highly Proficient	2
3.5.3 Develop and apply teaching strategies to address effectively the needs of learners from indigenous groups.	4.313	Proficient	6	4.000	Proficient	6
Composite	4.625	Highly Proficient		4.427	Proficient	
SD		0.213			0.331	

Table 2.3 shows that instructional leaders had an average score of 4.625, categorized as Highly Proficient, while teachers scored lower at 4.427, classified as Proficient. This shows a difference in perception between the two groups. Instructional leaders have a more positive view of their supervisory skills than teachers do. The gap suggests that leaders perceive their inclusive supervisory practices more positively than teachers experience them in actual classroom situations. This observation aligns with the findings of Mina and Sanchez (2025), who noted significant differences in perceptions of instructional leadership effectiveness and skills between mentors and mentees. Mentees rated their mentors higher overall, while mentors were more critical of themselves, highlighting differing expectations in the mentoring process.

From Table 2.3, it is clear that instructional leaders scored themselves highest in 3.2.3, which focuses on creating a learner-centered culture that promotes success using culturally responsive strategies. They achieved a mean of 4.875 in this area, regarded as Highly Proficient and ranked 1st. This reflects strong confidence among instructional leaders in fostering inclusive and culturally aware learning environments that consider students' diverse backgrounds.

In contrast, the lowest-rated area was 3.5.3, focusing on addressing the needs of learners from indigenous groups, which received a mean of 4.313, categorized as Proficient and ranked 6th. While still a positive score, it suggests that instructional leaders feel that strategies for supporting Indigenous Peoples are their weakest point in terms of diversity. This may indicate limited exposure, training, or challenges in fully integrating the needs of indigenous learners into instructional supervision. Arombo (2023) supports

this, finding that master teachers and school heads indicated various difficulties related to learner diversity, curriculum, planning, assessment, and reporting, rating these challenges as moderately difficult, contributing to the highest overall mean difficulty in instructional leadership.

The standard deviation of 0.213 shows moderate variability, indicating that instructional leaders have somewhat differing views on their competence in inclusive education indicators. Although they generally feel competent, their confidence levels are not consistent in all aspects of learner diversity.

From the teachers' viewpoint, the top-rated area is also 3.2.3, which focuses on learner-centered and culturally responsive teaching, receiving a mean of 4.667, classified as Highly Proficient and ranked 1st. This similarity in ratings suggests that both groups agree that instructional leaders are effective in creating inclusive and culturally aware learning environments. This is consistent with Mendoza and Bautista (2022), who found that master teachers showcased strong instructional leadership practices tailored to diverse learning needs, achieving a weighted mean of 3.67 for modeling lessons and 3.71 for recognizing students' individual differences in their support efforts.

On the flip side, the lowest-rated area according to teachers is also 3.5.3, which centers on addressing the needs of Indigenous learners, with a mean score of 4.000, classified as Proficient and ranked 6th. This reflects teachers' perception that support for Indigenous learners is the least developed aspect of instructional supervision related to diversity. This points to a potential gap in providing inclusive instructional support for culturally diverse student groups. Arombo (2023) echoes this concern, identifying challenges related to learner diversity as moderately difficult among master teachers.

The higher standard deviation of 0.331 among teachers indicates greater variability in their responses. This suggests that teachers' experiences with how instructional leaders support diversity-related teaching practices are more varied, especially concerning learners with unique and cultural needs. Liu et al. (2025) found that many faculty members view coaching as more supervisory or evaluative, rather than supportive, due to factors like organizational culture, trust, and clarity of purpose.

Both groups rated 3.2.3 as the highest indicator, categorized as Highly Proficient. This shows a strong alignment, indicating that instructional leaders are widely acknowledged for promoting inclusive and culturally sensitive instructional practices. It demonstrates effective leadership in integrating inclusivity into school culture and instructional supervision. This outcome supports the findings of Fajardo and Meimban (2025), who reported that master teachers rated the Learning Environment and Diversity of Learners domain as pervasive, achieving an overall weighted mean of 4.661.

Both groups also identified 3.5.3 as the lowest-rated indicator, categorized as Proficient. This shared viewpoint points to a common concern regarding the effectiveness of instructional supervision in meeting the educational needs of Indigenous Peoples. It may suggest challenges like limited training, resource availability, or insufficient integration of Indigenous Peoples' Education frameworks in supervisory practices.

Despite general agreement on trends, instructional leaders consistently rated themselves higher across all indicators, with an overall composite score of 4.625 compared to 4.427 for teachers. The most significant gap appears in 3.1.3, which focuses on differentiated instruction for diverse learner needs. Instructional leaders rated themselves 4.813 in this area, classified as Highly Proficient, while teachers rated it lower at 4.467, classified as Proficient. This suggests that instructional leaders believe they are more active in supporting differentiated instruction than teachers perceive in practice. This contrasts with the self-reported ratings from master teachers in Fajardo and Meimban (2025), who recorded a lower weighted mean of 4.35 for offering advice on designing and implementing relevant learning programs that cater to learners at different ability levels within the curriculum.

Similarly, in 3.4.3, which addresses learners in difficult circumstances, teachers rated this slightly higher at 4.533, categorized as Highly Proficient, compared to instructional leaders' self-rating of 4.625, also categorized as Highly Proficient but with a lower rank. This implies that teachers may have a stronger

sense of the support systems available for learners in challenging situations than what instructional leaders recognize.

The differences in standard deviation values provide more insight into perception stability. Instructional leaders have a standard deviation of 0.213, indicating a moderate consistency in self-assessment, implying relatively stable views of their inclusive supervisory skills. In contrast, the higher standard deviation of 0.331 among teachers shows greater variability. This indicates that teachers experience instructional leadership support for learner diversity differently across various contexts or indicators. This variability may highlight inconsistent implementation of inclusive supervisory practices across different schools or grade levels. Liu et al. (2025) found that coaching instances were often perceived as hierarchical and surveillance-driven, with a lack of trust and emotionally detached feedback undermining engagement in developmental dialogue.

Additionally, the perception of instructional supervisory competence in the Diversity of Learners domain is seen as Highly Proficient by instructional leaders and Proficient by teachers. This indicates a slight mismatch between self-assessment and outside evaluation. While both groups recognize competence in fostering culturally responsive and learner-centered environments, gaps still exist in addressing the needs of Indigenous learners and, to some extent, in differentiated instruction. This finding aligns with Arombo (2023), who concluded that master teachers and school heads rated challenges related to learner diversity, curriculum, planning, assessment, and reporting as moderately difficult.

The ongoing identification of Indigenous learners' needs as the lowest-rated area points to a significant policy and practice concern in the Philippine education system. Despite the Department of Education's strong support for inclusive education, this result indicates that supervisory practices may need to be strengthened in culturally responsive teaching, especially for marginalized and isolated groups.

The higher variability in teacher responses underscores the need for more consistent and standardized implementation of inclusive supervisory practices. Improving training on differentiated instruction, inclusive education strategies, and Indigenous Peoples Education may help bridge gaps in experience and enhance alignment between instructional leaders and teachers. This supports Mina and Sanchez's (2025) recommendation for a tailored, needs-based mentoring and coaching program to address perception differences and gaps in instructional leadership skills.

Curriculum and Planning

Table 2.4 shows how competent instructional leaders are in supervising instruction, focusing on Curriculum and Planning. This area highlights the teachers' ability to plan and organize instruction based on curriculum standards and learning goals. It involves creating clear instructional plans that are relevant, responsive, and collaborative. This approach ensures teaching strategies and learning materials are designed well to achieve the intended learning outcomes (DepEd, 2017). It also serves as a way to evaluate instructional supervisory skills, based on how instructional leaders support teachers in aligning and planning the curriculum, as perceived by both the leaders and the teacher respondents.

Table 2.4 *Extent of Instructional Supervisory Competence of Instructional Leaders in Terms of Curriculum and Planning*

Indicators	Instructional Leaders			Teachers		
	$\bar{x}_w$	Interpretation	Rank	$\bar{x}_w$	Interpretation	Rank
4.1.3 Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	4.750	Highly Proficient	2	4.667	Highly Proficient	1

4.2.3 Model to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners.	4.688	Highly Proficient	5.5	4.400	Proficient	6
4.3.3 Work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels.	4.688	Highly Proficient	5.5	4.467	Proficient	4
4.4.3 Review with colleagues, teacher, and learner feedback to plan, facilitate, and enrich teaching practice.	4.750	Highly Proficient	2	4.467	Proficient	4
4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.	4.750	Highly Proficient	2	4.467	Proficient	4
Composite	4.725	Highly Proficient		4.493	Proficient	
SD		0.138			0.234	

The results in Table 2.4 show that instructional leaders scored a mean of 4.725 (Highly Proficient), while teachers scored a mean of 4.493 (Proficient). This indicates that instructional leaders believe they are highly skilled in overseeing curriculum and planning, while teachers see their support as somewhat less consistent or strongly reflected in actual teaching practices. This finding aligns with Mina and Sanchez (2025), who noted significant differences between mentors' and mentees' views on instructional leadership skills.

Table 2.4 further reveals that instructional leaders rated three indicators as equally strong: 4.1.3 (development and management of sequenced teaching and learning processes), 4.4.3 (use of feedback in planning and enhancing teaching practice), and 4.5.3 (guidance in selecting and using instructional resources, including ICT). Each scored a mean of 4.750, interpreted as Highly Proficient and tied for 2nd place. These results suggest that instructional leaders feel effective in ensuring curriculum alignment, incorporating feedback into lesson planning, and assisting teachers in resource selection and ICT integration.

On the other hand, the lowest-rated indicators were 4.2.3 (setting achievable and challenging learning outcomes) and 4.3.3 (collaborative evaluation of program design), both with a mean of 4.688, interpreted as Highly Proficient but ranked lowest (tied for 5.5). This suggests that instructional leaders feel slightly less confident in collaboratively setting learning outcomes and systematically reviewing program design compared to other planning-related supervisory tasks.

The standard deviation of 0.138 shows low variability in responses, indicating that instructional leaders have a consistent view of their supervisory skills in curriculum and planning. This reflects a shared understanding of their strengths across all indicators, with little variation in self-view.

From the teachers' perspective, the highest-rated indicator was 4.1.3 (development and management of sequenced teaching and learning processes) with a mean of 4.667, interpreted as Highly Proficient and ranked 1st. This shows that teachers strongly acknowledge instructional leaders' effectiveness in organizing structured and age-appropriate lesson sequences that meet curriculum requirements. This aspect of instructional supervision visibly supports classroom instruction. This finding

is consistent with Fajardo and Meimban (2025), who reported that master teachers rated improving current practices in planning and managing developmentally sequenced teaching processes highest at a weighted mean of 4.87 in the curriculum and planning area.

In contrast, the lowest-rated indicator was 4.2.3 (setting achievable and challenging learning outcomes aligned with competencies) with a mean of 4.400, interpreted as Proficient and placed 6th. This suggests that teachers see instructional leaders as less effective in modeling or guiding the creation of well-aligned and challenging learning outcomes compared to other supervisory roles.

The other indicators (4.3.3, 4.4.3, and 4.5.3) all shared a mean of 4.467, interpreted as Proficient. This indicates a consistent perception that instructional leaders provide moderate, though not highly advanced, support in program evaluation, feedback use, and managing instructional resources.

The standard deviation of 0.234 shows greater variability compared to responses from instructional leaders. This implies that teachers have a wider range of experiences regarding instructional leadership support in curriculum and planning, which may suggest inconsistency in implementation across different classrooms or schools. This aligns with Liu et al. (2025), who found that coaching practices need attention to relationship quality, psychological safety, and collaborative norms to achieve real instructional improvement.

Both groups rated 4.1.3 (sequenced teaching and learning processes) as one of the strongest indicators, interpreted as Highly Proficient. This agreement shows that instructional leaders are widely recognized for their ability to support structured and well-organized instructional planning that meets curriculum standards. This is critical for maintaining curriculum integrity and instructional coherence. This result aligns with Fajardo and Meimban (2025), who reported that master teachers saw the Curriculum and Planning area as “pervasive” with an overall weighted mean of 4.664.

A noticeable gap appears in 4.2.3 (setting learning outcomes aligned with competencies). Instructional leaders rated themselves Highly Proficient (4.688), while teachers rated this lower at Proficient (4.400). This suggests a disconnect in perception, where instructional leaders believe they effectively model outcome-based planning, but teachers experience this support as less clear or consistently applied. This finding contrasts with Fajardo and Meimban (2025), who reported a lower weighted mean of 4.35 for guidance on creating and implementing relevant learning programs that develop the knowledge and skills of learners at varying ability levels.

Similarly, in 4.4.3 (use of feedback in planning) and 4.5.3 (instructional resources and ICT use), instructional leaders rated themselves as Highly Proficient (4.750), while teachers rated these only at Proficient (4.467). This consistent difference suggests that while instructional leaders see high engagement in feedback-driven planning and resource support, teachers perceive these supervisory efforts as moderately effective rather than highly impactful. This finding aligns with Puspitasari et al. (2024), who concluded that coaching-based supervision significantly improved teachers’ teaching skills, reflective practices, professional collaboration, and instructional innovation.

The difference in standard deviation further clarifies perception consistency. Instructional leaders’ low SD of 0.138 indicates a unified view of strong competence across all curriculum and planning indicators. In contrast, teachers’ higher SD of 0.234 reflects more variability in their experiences, suggesting that instructional supervisory support in planning is not uniformly felt among all respondents.

The findings show that instructional leaders see their competence in Curriculum and Planning as Highly Proficient, while teachers view it as Proficient. This points to a perceptual gap between self-assessment and classroom experiences. Both groups agree that instructional leaders are most effective in supporting structured lesson sequences and curriculum alignment, yet teachers consistently rate other planning functions lower than instructional leaders do. This result agrees with Mendoza and Bautista (2022), who found positive links between master teachers’ practices in planning and assessment and senior high school teachers’ teaching competence.

The ongoing gap in perceptions, especially in setting learning outcomes, feedback use, and instructional resource guidance, suggests that these supervisory practices may be less visible or communicated to teachers. This highlights the need for clearer, more collaborative, and documented instructional supervision processes. This supports Arombo (2023), who recommended training sessions and workshops to enhance instructional skills and leadership practices among master teachers and school leaders.

The greater variability among teachers also suggests uneven experiences with instructional leadership support, possibly due to differences in school context, leadership styles, or access to coaching. This finding aligns with Hare (2024), who recommended creating professional learning communities to continuously enhance instructional practices for both students and teachers.

Assessment and Reporting

Table 2.5 shows how well instructional leaders handle Assessment and Reporting, based on feedback from both leaders and teachers. This area involves designing, implementing, and using assessment strategies to track, evaluate, and support student progress. It emphasizes the importance of assessment data in improving instruction, providing useful feedback, and sharing student performance with stakeholders. This, in turn, enhances the teaching and learning process (DepEd, 2017).

The findings reveal that instructional leaders received an average score of 4.738 (Highly Proficient), while teachers scored slightly lower with an average of 4.600 (Highly Proficient). This aligns with Fajardo and Meimban (2025), who found that master teachers showed very strong instructional management practices in Assessment and Reporting, with an overall weighted average of 4.664. While both groups fall under the same level of proficiency, the difference indicates that instructional leaders view their competence as slightly stronger than what teachers experience in practice.

Table 2.5 *Extent of Instructional Supervisory Competence of Instructional Leaders in Terms of Assessment and Reporting*

Indicators	Instructional Leaders			Teachers		
	$\bar{x}_w$	Interpretation	Rank	$\bar{x}_w$	Interpretation	Rank
5.1.3 Work collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.750	Highly Proficient	3.5	4.533	Highly Proficient	5.5
5.2.3 Interpret collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.	4.500	Highly Proficient	6	4.667	Highly Proficient	1.5
5.3.3 Use effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.	4.875	Highly Proficient	1	4.600	Highly Proficient	3.5
5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.	4.750	Highly Proficient	3.5	4.667	Highly Proficient	1.5

5.5.3 Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement.	4.813	Highly Proficient	2	4.533	Highly Proficient	5.5
Composite	4.738	Highly Proficient		4.600	Highly Proficient	
SD		0.095			0.177	

The findings show that instructional leaders rated themselves highest in 5.3.3 (providing timely, accurate, and constructive feedback) with a mean of 4.875, which falls under Highly Proficient and ranks first. This aligns with Mendoza and Bautista (2022), who found that master teachers value giving students specific and timely feedback for remediation or improvement. This points to strong confidence in their ability to guide teachers in giving feedback that fosters learner reflection and improvement, both of which are crucial for formative assessment and instructional growth.

The second highest indicator is 5.5.3 (using assessment data to modify practices and programs) with a mean of 4.813 (Highly Proficient). This is followed by 5.1.3 and 5.4.3, both at 4.750 (Highly Proficient). These results support the study by Mina and Sanchez (2025), which showed high proficiency in assessment practices among instructional leaders. This suggests that they see themselves as very capable of supporting data-driven decision-making and effectively communicating learner progress.

In contrast, the lowest-rated indicator is 5.2.3 (interpreting monitoring and evaluation data) with a mean of 4.500, also considered Highly Proficient but ranked sixth. This finding differs from Reyes and Oropa (2025), who noted that instructional supervision was strongly present across key areas among master teachers. This suggests that while instructional leaders consider themselves competent in data interpretation, they focus less on it compared to other assessment-related supervisory tasks.

The standard deviation of 0.095 shows very low variability, indicating a consistent self-assessment among instructional leaders. This reflects a common view of strong and stable competence across all indicators in the assessment and reporting domain.

From the teachers' perspective, the highest-rated indicators are 5.2.3 (interpreting assessment data) and 5.4.3 (communicating learner progress to stakeholders), both with a mean of 4.667, interpreted as Highly Proficient and tied for 1st place. This agrees with Mendoza and Bautista (2022), who found that senior high school teachers' instructional competence rated "Highly Proficient" in evaluation skills (overall weighted mean = 3.64). This shows that teachers recognize instructional leaders' effectiveness in helping them understand assessment results and share learner performance, both of which are vital for improving instruction and enhancing home-school partnerships.

Next, 5.3.3 (feedback strategies) ranks high with a mean of 4.600 (Highly Proficient), indicating that teachers perceive strong supervisory support for providing meaningful feedback to learners. This finding is consistent with Smith and Rodríguez (2023), who found that structured observation followed by collaborative feedback led to better adoption of evidence-based strategies, higher reflection levels, and improved student engagement.

On the other hand, the lowest-rated indicators are 5.1.3 (assessment design and selection) and 5.5.3 (using assessment data for instructional changes), both with a mean of 4.533, also rated as Highly Proficient but ranked lowest (5.5). This difference aligns with Liu et al. (2025), who found that instructional coaching is often viewed as hierarchical and focused on monitoring rather than supportive dialogue. While still rated highly, these results suggest that teachers see less emphasis or effectiveness in collaborative assessment design and using data to improve teaching practices.

The standard deviation of 0.177 reflects low variability among teachers' perceptions, though slightly more varied than those of instructional leaders.

Both groups rated feedback provision (5.3.3) and communication of learner progress (5.4.3) as Highly Proficient, showing strong agreement on these as key strengths of instructional leaders. This consistency aligns with Mok and Staub (2021), who found a significant positive effect of coaching, mentoring, and supervision on developing instructional skills (effect size $d = 0.41$). This suggests that practices related to feedback and communication are well-established and effectively implemented in schools.

A noteworthy difference appears in 5.2.3 (interpreting assessment data). Teachers rated this high (4.667, Highly Proficient), while instructional leaders rated it lowest (4.500, Highly Proficient). This opposite perception supports Mina and Sanchez (2025), who noted significant differences in how mentors and mentees view instructional leadership capabilities (mentees rated higher than mentors, $t = -3.31$, $p = 0.0015$). This suggests that instructional leaders may underestimate their effectiveness in helping with data interpretation, while teachers view this support positively.

In contrast, for 5.5.3 (using assessment data to change practices), instructional leaders rated themselves highly (4.813, 2nd highest), while teachers rated it lower (4.533, lowest rank). This highlights a gap where instructional leaders believe they are effectively promoting data-driven improvement, but teachers feel this practice is less strongly applied. This finding contrasts with Fajardo and Meimban (2025), who reported no significant mean differences in instructional management practices across educational levels.

The very low standard deviation among instructional leaders (0.095) indicates a consistent self-perception of high competence across all indicators. For teachers, the standard deviation of 0.177, though low, shows some variation in their experiences. This suggests that while teachers generally agree on instructional leaders' strengths, there are differences in how they experience assessment-related supervision.

The findings show that instructional leaders demonstrate Highly Proficient supervisory competence in Assessment and Reporting according to both their self-assessments and teacher perceptions. This supports the study by Fajardo and Meimban (2025), which found that master teachers had an overall weighted mean of 4.664 in Assessment and Reporting, considered extensive practice. Their strengths are particularly clear in providing feedback and communicating learner progress, which are key factors that influence teaching effectiveness and learner achievement.

However, the subtle perceptual gaps in data interpretation and data-driven instructional change point to areas for improvement. This aligns with Liu et al. (2025), whose participants described coaching as hierarchical and diminishing developmental dialogue when relational aspects were lacking. These differences imply that while instructional leaders feel they effectively guide data use, teachers may need clearer, more consistent, and collaborative support to turn assessment data into instructional improvements.

These findings underscore the need to strengthen data-driven decision-making practices, collaborative assessment design, and ongoing feedback mechanisms. This coincides with Quilala and Tantiado (2025), who found that stronger instructional supervision is linked to higher teacher self-efficacy. Improving the connection between instructional leaders' goals and teachers' experiences might enhance the effectiveness of assessment practices and ultimately lead to better student outcomes.

Community Linkages and Professional Engagement

This domain emphasizes the role of teachers in building strong partnerships with families, communities, and other stakeholders to support learning. It highlights the need for community involvement, adherence to professional ethics, and collaboration to make education more relevant and effective in meeting students' real-life needs (DepEd, 2017). This domain is used to assess how instructional leaders demonstrate their ability to oversee teachers' collaboration with stakeholders and promote professional engagement, as observed by both instructional leaders and teacher respondents. Table 2.6 shows the level of instructional supervisory competence of instructional leaders regarding Community Linkages and Professional Engagement, as perceived by instructional leaders and teacher respondents.

Table 2.6 *Extent of Instructional Supervisory Competence of Instructional Leaders in Terms of Community Linkages and Professional Engagement*

Indicators	Instructional Leaders			Teachers		
	$\bar{x}_w$	Interpretation	Rank	$\bar{x}_w$	Interpretation	Rank
6.1.3 Reflect on and evaluate learning environments that are responsive to community contexts.	4.688	Highly Proficient	3	4.667	Highly Proficient	2
6.2.3 Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.	4.688	Highly Proficient	3	4.400	Proficient	4.5
6.3.3 Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers.	4.625	Highly Proficient	5	4.400	Proficient	4.5
6.4.3 Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders.	4.750	Highly Proficient	1	4.733	Highly Proficient	1
Composite	4.688	Highly Proficient		4.550	Highly Proficient	
SD		0.188			0.216	

The table shows that instructional leaders achieved a mean score of 4.688, which is Highly Proficient, while teachers scored slightly lower at 4.550, also Highly Proficient. This finding aligns with Fajardo and Meimban (2025), who noted that the Plus Factor area of professional engagement received a high mean score, indicating extensive practice. Although both groups fall into the same proficiency level, the difference suggests that instructional leaders regard their supervisory skills more favorably than teachers do.

The results indicate that instructional leaders rated themselves highest in 6.4.3, which focuses on supporting school policies and building good relationships with stakeholders, scoring a mean of 4.750. This score is Highly Proficient and ranked first. This supports Mendoza and Bautista's (2022) findings that master teachers facilitate Parents-Teacher conferences and actively engage in professional organizations. It shows strong confidence in their ability to foster positive relationships among students, parents, and the school community through effective policy implementation.

The next highest scores are in 6.1.3, evaluating learning environments that respond to community contexts, and 6.2.3, strengthening relationships with parents and the community, both scoring 4.688. This score is also Highly Proficient and ranked third. These results suggest that instructional leaders view themselves as effective in aligning school practices with community needs and encouraging stakeholder involvement. This aligns with Baldera (2025), who found that master teachers in the Philippines act as instructional leaders who mentor peers and model best practices.

In contrast, the lowest-rated indicator is 6.3.3, which assesses the application of professional ethics, codes, and regulations, with a mean of 4.625. This score is Highly Proficient but ranked fifth. This differs

from Reyes and Oropa (2025), who reported that instructional supervision was evident across key areas among master teachers. Although this score remains in the highest category, it suggests that instructional leaders see less emphasis on guiding teachers regarding professional ethics compared to other community engagement areas.

A standard deviation of 0.188 shows low variability, suggesting that instructional leaders have a fairly consistent view of their supervisory skills in this area.

From the teachers' perspective, the highest-rated indicator is also 6.4.3, with a mean of 4.733. This score is Highly Proficient and ranked first. This strong alignment matches Fajardo and Meimban (2025), who found that master teachers achieved the highest mean of 4.91 when participating in school committees. This suggests that teachers recognize the effectiveness of instructional leaders in maintaining good relationships and ensuring proper policy implementation.

The second highest score is 6.1.3, with a mean of 4.667, indicating that teachers also see strong support in aligning school practices with community needs.

On the other hand, the lowest-rated indicators are 6.2.3 and 6.3.3, both scoring 4.400, interpreted as Proficient and tied for 4.5 ranking. This supports Mina and Sanchez's (2025) study, which noted differences in perception between mentors and mentees regarding instructional leadership competencies, with mentees rating themselves higher. This suggests that teachers think instructional leaders are less effective in engaging parents and reinforcing professional ethics compared to other supervisory roles.

The 0.216 standard deviation indicates slightly more variability among teachers than among instructional leaders. This means that teachers have a wider range of experiences related to how instructional leadership appears in community engagement and professional practices.

Both groups rated 6.4.3 as the highest indicator, viewed as Highly Proficient. This reflects a shared belief that instructional leaders are most effective in fostering good relationships and ensuring compliance with school policies. This is a visible and consistently practiced part of leadership in schools. This finding also aligns with Mendoza and Bautista (2022), who noted that instructional leaders maintain professional standards and display desirable personal traits such as honesty, integrity, dedication, courtesy, and good interpersonal skills.

Additionally, both groups evaluated 6.1.3 highly. This further emphasizes that instructional leaders connect school practices with community needs effectively.

A noticeable gap exists in 6.2.3. Instructional leaders rated themselves Highly Proficient at 4.688, while teachers rated this lower at Proficient with a score of 4.400. This gap relates to Liu et al. (2025), who found that instructional coaching is often seen as hierarchical and evaluative rather than supportive when trust and clarity are lacking. This suggests that instructional leaders believe they are effectively promoting stakeholder involvement, but teachers may find this support less consistent or impactful.

Similarly, in 6.3.3, instructional leaders rated themselves Highly Proficient at 4.625, while teachers rated it as Proficient at 4.400. This highlights a difference in how effectively instructional leaders guide teachers in applying professional standards and ethics. This contrasts with Toh et al. (2022), who emphasized that mentorship and supervision help teachers develop their professional identities by internalizing values, beliefs, and roles within the teaching community.

The standard deviation of 0.188 for instructional leaders shows consistent self-perception across all indicators, indicating a stable view of their competence in community engagement and professional practices. In contrast, the teachers' standard deviation of 0.216 reflects slightly more variability, suggesting differences in how they experience supervisory support in these areas. This might indicate uneven implementation or varying levels of focus on community engagement and professional ethics across contexts.

The findings reveal that instructional leaders exhibit Highly Proficient supervisory skills in community linkages and professional engagement, especially in fostering good relationships and

implementing school policies. This aligns well with the Department of Education's emphasis on working with stakeholders and professional responsibility in education, as noted by Fajardo and Meimban (2025).

However, the consistent perception gap regarding parent and community engagement as well as professional ethics suggests areas for growth. Baldera (2025) noted that evaluations of master teachers' supervisory skills across various domains are often limited, despite their role in mentoring and developing professional learning communities. While instructional leaders view themselves as highly competent, teachers perceive these aspects as moderately strong. This indicates a need for clearer, structured, and ongoing efforts to engage stakeholders and reinforce professional standards in daily practice.

To address these issues, policies and practices should focus on strengthening school-community partnerships, increasing opportunities for parental involvement, and providing robust training in professional ethics. This aligns with Quilala and Tantiado's (2025) findings that linked effective instructional supervision to improved teacher performance through supportive practices. Additionally, ensuring that these practices are uniformly applied across all teachers could lessen the variability in experiences.

Personal Growth and Professional Development

This section stresses the need for continuous professional learning and reflection among teachers. It highlights a dedication to lifelong learning, professional growth, and the importance of teaching through participation in development activities and self-directed improvement (DepEd, 2017). In terms of instructional supervisory skills, this section examines how instructional leaders assist and encourage teachers' professional growth and development, based on feedback from both instructional leaders and teacher respondents. Table 2.7 shows how instructional leaders' supervisory skills are viewed regarding Personal Growth and Professional Development by both instructional leaders and teacher respondents.

Table 2.7 Extent of Instructional Supervisory Competence of Instructional Leaders in Terms of Personal Growth and Professional Development

Indicators	Instructional Leaders			Teachers		
	$\bar{x}_w$	Interpretation	Rank	$\bar{x}_w$	Interpretation	Rank
7.1.3 Manifest a learner- centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.	4.750	Highly Proficient	2	4.667	Highly Proficient	2.5
7.2.3 Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school.	4.625	Highly Proficient	4.5	4.733	Highly Proficient	1
7.3.3 Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice.	4.625	Highly Proficient	4.5	4.600	Highly Proficient	5
7.4.3 Initiate professional reflections and promote learning opportunities with colleagues to improve practice.	4.563	Highly Proficient	6	4.667	Highly Proficient	2.5
7.5.3 Reflect on the Philippine Professional Standards for Teachers to plan personal professional	4.813	Highly Proficient	1	4.467	Proficient	6

development goals and assist colleagues in planning and achieving their own goals.

Composite	4.675	Highly Proficient	4.627	Highly Proficient
SD		0.159		0.131

It can be seen from Table 2.7 that instructional leaders achieved an average score of 4.675 (Highly Proficient), while teachers scored slightly lower at 4.627 (Highly Proficient). The small difference between these averages indicates a strong agreement between the two groups. This suggests that supervisory practices in professional development are noticeable and consistently experienced. This result aligns with Quilala and Tantiado (2025), who showed that better instructional supervision is linked to greater teacher effectiveness in a study of 166 teachers in Cagayan de Oro City.

The findings show that instructional leaders rated themselves highest in 7.5.3 (reflection on PPST and support in planning professional development goals) with an average score of 4.813, categorized as Highly Proficient and ranked 1st. This reflects strong confidence in their ability to help teachers connect their professional growth with national standards and to support goal setting for ongoing improvement. This finding is consistent with Baldera (2025), who found that master teachers act as instructional leaders by mentoring peers, modeling best practices, and building professional learning communities, with their identities growing through reflection and ongoing collaboration.

The next highest indicator is 7.1.3 (promoting learner-centered teaching philosophy) with an average score of 4.750 (Highly Proficient). This suggests that instructional leaders see themselves as effective in demonstrating and supporting learner-centered methods among teachers.

In contrast, the indicator rated lowest is 7.4.3 (initiating professional reflection and learning opportunities) with an average score of 4.563, categorized as Highly Proficient but ranked 6th. Although it still falls in the highest category, this shows that instructional leaders perceive slightly less emphasis on starting reflective practices and collaborative learning compared to other areas of professional development. This finding differs from Puspitasari et al. (2024), who concluded that coaching-based supervision, including structured coaching models like TIRTA-Innovative Coaching Flow and mentoring frameworks, significantly improved teachers' reflective practices, collaboration, and instructional innovation.

The standard deviation of 0.159 shows low variability, indicating that instructional leaders generally have a consistent view of their ability to support professional growth across all indicators. This supports the study by Zhou et al. (2023), which found that structured professional development efforts, including coaching and mentoring, greatly improved in-service teachers' self-efficacy (effect size $g = 0.64$, $p < .01$).

From the teachers' perspective, the highest-rated indicator is 7.2.3 (utilizing professional strengths to uphold the dignity of teaching), which received an average score of 4.733, categorized as Highly Proficient and ranked 1st. This shows that teachers strongly recognize the role of instructional leaders in creating a positive professional culture and valuing the teaching profession. This result matches Toh et al. (2022), who found that mentoring and supervision help teachers develop their professional identity by internalizing values, beliefs, and roles in the teaching community.

The next highest indicators are 7.1.3 (learner-centered teaching philosophy) and 7.4.3 (professional reflection and learning opportunities), both scoring an average of 4.667 (Highly Proficient) and ranked 2.5. This suggests that teachers also see strong supervisory support for fostering reflective practices and learner-centered approaches.

On the other hand, the indicator rated lowest is 7.5.3 (PPST-based professional development planning) with an average score of 4.467, categorized as Proficient and ranked 6th. This suggests that teachers feel less effective support from instructional leaders in aligning their professional goals with the PPST compared to other aspects of professional development. The standard deviation of 0.131 shows low variability, indicating a high level of consistency among teachers' responses.

Both groups rated 7.1.3 (learner-centered teaching philosophy) as Highly Proficient, showing a shared recognition that instructional leaders effectively promote learner-centered practices among teachers. This aligns well with DepEd's focus on learner-centered education. This agreement supports the findings of Mendoza and Bautista (2022), who found that master teachers demonstrate very good instructional leadership practices in modeling lessons for diverse learning needs, achieving a weighted mean of 3.67, and recognizing students' individual differences for remediation and enrichment with a weighted mean of 3.71.

Furthermore, both groups generally rated all indicators within the Highly Proficient range. This indicates a shared view that instructional leaders are effective in supporting professional growth and development. This finding aligns with Hare (2024), who proposed creating a professional learning community to continuously enhance the instructional practices of master teachers for the benefit of both students and teachers.

A significant gap arises in 7.5.3 (PPST-based professional development planning). Instructional leaders rated this as their highest (4.813, Highly Proficient), while teachers rated it as the lowest (4.467, Proficient). This highlights a perceptual gap suggesting that while instructional leaders feel they are effectively guiding teachers in meeting PPST standards, teachers may not fully recognize or experience this support. This aligns with the study by Mina and Sanchez (2025), which reported significant differences in how mentors and mentees perceive instructional leadership efficacy and skills, with mentees rating their mentors higher overall while mentors were more critical in their self-assessments, pointing to differing expectations in the mentoring process.

Conversely, in 7.2.3 (promoting professional dignity and strengths), teachers rated this highest (4.733), while instructional leaders rated it lower (4.625, still Highly Proficient). This suggests that teachers feel strongly supported in maintaining a positive professional identity, even more than instructional leaders perceive. This finding matches Rafailles and Monteroso (2024), who found that coaching and mentoring skills significantly influenced the relationship between instructional abilities and job performance among 300 public junior high school teachers in Samal City.

Both groups showed low standard deviation values (0.159 for instructional leaders and 0.131 for teachers), indicating consistent views within each group. However, the slightly lower standard deviation among teachers points to greater uniformity in their experiences, reinforcing the reliability of their evaluations. This finding agrees with Liu et al. (2025), who discovered that effective coaching models require attention to relationship quality, psychological safety, and collaborative norms to enable true instructional improvement.

The findings indicate that instructional leaders exhibit Highly Proficient supervisory skills in fostering personal growth and professional development. Both groups acknowledge strong leadership in promoting learner-centered teaching, professional collaboration, and a positive teaching culture. This result aligns with Arombo (2023), who found that instructional supervision was "highly evident" in key result areas among master teachers designated as school heads.

However, the difference in PPST-based professional development planning highlights an important area needing improvement. While instructional leaders believe they are effectively guiding teachers in aligning with professional standards, teachers perceive this support as less clear. This suggests a need for more explicit, structured, and collaborative approaches in professional goal-setting and development planning. This aligns with the recommendation of Mina and Sanchez (2025) for a mentoring-coaching program tailored to address the differences and gaps in instructional leadership abilities.

The strong teacher perception of support for their professional identity and dignity also highlights the positive school culture cultivated by instructional leaders. This atmosphere is crucial for maintaining teacher motivation and engagement. This finding corresponds with Toh et al. (2022), who found that mentorship and supervision aid identity development by helping teachers integrate professional values, beliefs, and roles within the teaching community.

From a policy and practice standpoint, these findings stress the need to strengthen professional development systems aligned with PPST. It is vital that goal-setting processes engage teachers, are clearly communicated, and consistently implemented. Improving reflective practices and professional learning communities could further assist teacher development. This finding aligns with Baldera (2025), who emphasized that master teachers' identities develop through reflection and ongoing collaboration in public elementary schools.

The previous discussion addressed the instructional supervisory abilities of leaders across the seven PPST domains, as perceived by both the instructional leaders and the teachers who responded. To provide a full view of the findings, Table 2.8 summarizes instructional supervisory competence across these domains as perceived by both groups. This table offers a comprehensive comparison of how both groups assess supervisory practices across key domains, highlighting strengths, areas needing improvement, and patterns of agreement or disagreement.

Table 2.8 Summary of Instructional Supervisory Competence Across PPST Domains

Indicators	Instructional Leaders			Teachers		
	Composite $\bar{x}_w$	Interpretation	Rank	Composite $\bar{x}_w$	Interpretation	Rank
Content Knowledge and Pedagogy	4.670	Highly Proficient	6	4.581	Highly Proficient	4
Learning Environment	4.844	Highly Proficient	1	4.589	Highly Proficient	3
Diversity of Learners	4.625	Highly Proficient	7	4.427	Proficient	7
Curriculum and Planning	4.725	Highly Proficient	3	4.493	Proficient	6
Assessment and Reporting	4.738	Highly Proficient	2	4.600	Highly Proficient	2
Community linkages and Professional Engagement	4.688	Highly Proficient	4	4.550	Highly Proficient	5
Personal Growth and Professional Development	4.675	Highly Proficient	5	4.627	Highly Proficient	1

The findings show that the highest-rated area among instructional leaders is the Learning Environment, with a mean score of 4.844, classified as Highly Proficient, and ranked 1st. This suggests that instructional leaders see their strongest skills in creating safe, inclusive, and supportive classroom settings. This is consistent with previous results that highlighted strong performance in classroom management, discipline, and a positive learning atmosphere. This aligns with Fajardo and Meimban (2025), who noted that master teachers rated the Learning Environment and Diversity of Learners domains as “pervasive.”

The second highest area is Assessment and Reporting, with a score of 4.738, also Highly Proficient, ranked 2nd, followed by Curriculum and Planning at 4.725, ranked 3rd. These scores indicate that instructional leaders consider themselves very capable in guiding assessment practices and ensuring curriculum alignment.

In contrast, the area rated lowest is Diversity of Learners, with a mean score of 4.625, classified as Highly Proficient, and ranked 7th. While still in the highest category, this suggests that instructional leaders

feel comparatively less confident in addressing the needs of diverse learners, especially in inclusive and differentiated instruction. This finding supports Arombo (2023), who stated that master teachers and school heads rated challenges in the areas of diversity of learners, curriculum, planning, assessment, and reporting as “Moderately Challenging.”

From the teachers’ perspective, the top-rated area is Personal Growth and Professional Development, with a mean score of 4.627, Highly Proficient, and ranked 1st. This indicates that teachers view instructional leaders as particularly supportive of their professional growth, reflective practices, and engagement in development activities. This supports the study by Quilala and Tantiado (2025), which found that higher levels of instructional supervision linked to greater teacher effectiveness.

The next highest areas are Assessment and Reporting at 4.600, ranked 2nd, and Learning Environment at 4.589, ranked 3rd, both considered Highly Proficient. These results show that teachers appreciate strong support in both assessment practices and maintaining positive classroom environments.

On the other hand, the area rated lowest by teachers is Diversity of Learners, with a mean score of 4.427, rated Proficient, and ranked 7th, followed by Curriculum and Planning at 4.493, rated Proficient, and ranked 6th. This suggests that teachers see these areas as relatively weaker in terms of instructional supervisory support. This result aligns with Mendoza and Bautista (2022), who found significant positive links between master teachers’ instructional leadership in planning and assessment and the instructional competence of senior high school teachers.

Both groups consistently rated Learning Environment and Assessment and Reporting among the top areas, with both rated as Highly Proficient. This alignment shows that teachers clearly see instructional leaders’ efforts to maintain positive classroom settings and support assessment practices. This finding is in agreement with Fajardo and Meimban (2025), who reported that master teachers rated the Curriculum and Planning domain as “pervasive.”

Both groups also identified Diversity of Learners as the lowest-rated area, although instructional leaders still rated it as Highly Proficient, while teachers rated it lower as Proficient. This consistent ranking suggests a shared recognition that inclusive education remains a relatively weaker part of instructional supervision. This supports Arombo (2023), who found issues related to diversity of learners rated as “Moderately Challenging” by master teachers.

A significant difference appears in the area of Personal Growth and Professional Development. Teachers ranked it 1st at 4.627, while instructional leaders rated it lower at 5th with a score of 4.675. This suggests that teachers feel more support in their professional growth than instructional leaders recognize, reflecting the positive impact of leadership practices in this area. This result aligns with Rafailles and Monteroso (2024), who found that coaching and mentoring skills significantly influenced the relationship between instructional skills and job performance.

Another discrepancy occurs in Curriculum and Planning, where instructional leaders rated themselves as Highly Proficient at 4.725, ranked 3rd, while teachers rated it lower as Proficient at 4.493, ranked 6th. This shows a gap in perception, indicating that while instructional leaders believe they are effective in guiding curriculum planning, teachers feel this support is less consistently demonstrated. This contrasts with Fajardo and Meimban (2025), who found a lower average score of 4.35 for guiding on designing and implementing relevant learning programs.

Similarly, in Content Knowledge and Pedagogy, instructional leaders ranked it 6th, while teachers ranked it higher at 4th, though both regarded it as Highly Proficient. This indicates a slight difference in perception, with teachers feeling they receive stronger support in this area than instructional leaders believe they provide.

The findings show that instructional supervisory competence is generally Highly Proficient across domains. This demonstrates strong instructional leadership practices in the schools involved. This agrees with Luna and Sobido (2026), who found that instructional leaders exhibit a very high level of supervisory skills and have not only the necessary professional expertise and technical skills but also the interpersonal

abilities to build relationships and inspire others, along with the understanding and sound judgment needed for strategic decision-making. However, the comparison shows consistent patterns where instructional leaders tend to rate themselves higher than teachers in certain areas, particularly in Curriculum and Planning and Diversity of Learners. This aligns with Mina and Sanchez (2025), who reported significant differences in perceptions of instructional leadership effectiveness and skills between mentors and mentees.

The consistent identification of Diversity of Learners as the lowest area by both groups' points to a crucial need for improvement. This suggests that more effort is needed in inclusive education, differentiated instruction, and responding to diverse learner needs, including those from marginalized and special groups. This result is in line with Arombo (2023), who noted challenges related to diversity of learners, curriculum, planning, assessment, and reporting as "Moderately Challenging" for master teachers.

The gap in perceptions for Curriculum and Planning further highlights the necessity for clearer, more collaborative, and visible supervisory practices to ensure teachers fully feel leadership support in instructional design and alignment. This supports Arombo's (2023) recommendation for in-service training and seminars to enhance instructional competencies and leadership practices among master teachers and school heads.

Conversely, the strong teacher perception of Personal Growth and Professional Development indicates a positive school culture that values continuous learning and engagement. This is vital for maintaining teacher motivation and effectiveness. This finding supports Hare (2024), who suggested establishing a professional learning community to consistently enhance the instructional practices of master teachers for the benefit of both students and teachers.

In the context of Philippine education, these findings highlight the importance of improving inclusive education practices, strengthening teamwork in curriculum planning, and offering robust support systems for professional development. Aligning how instructional leaders see themselves with teachers' experiences will be essential for enhancing the overall effectiveness of instructional supervision. This supports the recommendations of Mina and Sanchez (2025), who proposed establishing a school-based mentoring-coaching program to address gaps in the efficacy and competencies of instructional leadership.

Significant Difference in the Assessments of Instructional Leaders and Teacher Respondents Regarding the Extent of Instructional Supervisory Competence of Instructional Leaders Across PPST Domains

Table 3 shows the results of the independent samples t-test. This test was done to find out if there is a significant difference between the ratings of instructional leaders and teacher respondents about the level of instructional supervisory competence in the PPST domains. With a significance level of $\alpha = 0.05$ and degrees of freedom (df) = 29, the calculated t-values were compared to the critical value of ± 2.045 . The rule states that we reject the null hypothesis (H_0) when the absolute value of t exceeds the critical value; if it does not, we do not reject it.

Table 3. *Difference Between Instructional Leaders' and Teacher-Respondents' Assessments of Instructional Supervisory Competence Across PPST Domains*
 (Independent Samples t-test)

Domain	t Stat	t _{critical two tailed}	Df	α	Decision Rule	Comparison	Interpretation
Content Knowledge and Pedagogy	0.566	± 2.045	29	0.05	Reject H_0 if $ t_{stat} > t_{crit} $, Otherwise, Fail to Reject H_0	$ t_{stat} < t_{crit} $	Not Significant (Fail to Reject H_0)

Learning Environment	2.204	± 2.045	29	0.05	Reject H_0 if $ t_{stat} > t_{crit} $, Otherwise, Fail to Reject H_0	$ t_{stat} > t_{crit} $	Significant (Reject H_0)
Diversity of Learners	1.055	± 2.045	29	0.05	Reject H_0 if $ t_{stat} > t_{crit} $, Otherwise, Fail to Reject H_0	$ t_{stat} < t_{crit} $	Not Significant (Fail to Reject H_0)
Curriculum and Planning	1.489	± 2.045	29	0.05	Reject H_0 if $ t_{stat} > t_{crit} $, Otherwise, Fail to Reject H_0	$ t_{stat} < t_{crit} $	Not Significant (Fail to Reject H_0)
Assessment and Reporting	1.033	± 2.045	29	0.05	Reject H_0 if $ t_{stat} > t_{crit} $, Otherwise, Fail to Reject H_0	$ t_{stat} < t_{crit} $	Not Significant (Fail to Reject H_0)
Community linkages and Professional Engagement	0.851	± 2.045	29	0.05	Reject H_0 if $ t_{stat} > t_{crit} $, Otherwise, Fail to Reject H_0	$ t_{stat} < t_{crit} $	Not Significant (Fail to Reject H_0)
Personal Growth and Professional Development	0.354	± 2.045	29		Reject H_0 if $ t_{stat} > t_{crit} $, Otherwise, Fail to Reject H_0	$ t_{stat} < t_{crit} $	Not Significant (Fail to Reject H_0)

The findings show that only one area, Learning Environment, had a significant difference between the two groups. The calculated t-value of 2.204 was higher than the critical value of ± 2.045 , resulting in the rejection of the null hypothesis. This means that instructional leaders and teachers have notably different views on supervisory competence in managing and supporting learning environments. This aligns with the work of Mina and Sanchez (2025), who noted significant differences in how mentors and mentees perceived instructional leadership effectiveness. Mentees rated their mentors higher overall, while mentors were more critical in their self-evaluations. This highlights different expectations within the mentoring process. Although both groups rated this area as highly proficient, the difference in their average scores is statistically significant. This implies a perceptual gap in how supervisory practices regarding classroom environments are experienced.

In contrast, other areas produced t-values lower than the critical value, which means the null hypothesis was not rejected. Thus, there was no significant difference in how instructional leaders and teachers assessed these areas. For example, Content Knowledge and Pedagogy ($t = 0.566$), Diversity of Learners ($t = 1.055$), and Assessment and Reporting ($t = 1.033$) all fell below the threshold, suggesting both groups have similar perceptions in these categories. Likewise, Curriculum and Planning ($t = 1.489$) and Community Linkages and Professional Engagement ($t = 0.851$) also showed no significant difference, even though there were earlier variations in average scores. This finding is consistent with Mendoza and Bautista (2022), who discovered positive relationships between master teachers' instructional leadership practices in planning and assessment and the instructional competence of senior high school teachers.

Notably, Personal Growth and Professional Development ($t = 0.354$) recorded the lowest t-value among all areas, indicating strong agreement between instructional leaders and teachers. This supports earlier findings where both groups rated this area highly, suggesting a common perception of effective support for teacher development and professional learning. This finding also agrees with Fajardo and

Meimban (2025), who reported that master teachers rated the Learning Environment and Diversity of Learners area as “pervasive” or always practiced.

Despite noticeable differences in average ratings across several areas, these differences are generally not statistically significant. This suggests the variations in perception are not large enough to conclude that the two groups fundamentally disagree, except for the Learning Environment area. This finding supports Liu et al. (2025), who noted that many faculty members view coaching more as supervisory or evaluative rather than supportive. This perspective is influenced by contextual factors like organizational culture, trust, and clarity of purpose.

The significant difference in Learning Environment may stem from how instructional leaders view their supervisory actions compared to how teachers experience them in actual classrooms. Instructional leaders might think they are promoting safe, inclusive, and well-managed classrooms, while teachers may see inconsistencies in the depth or impact of that support. This aligns with Liu et al. (2025), who indicated that coaching experiences were often described as hierarchical and based on surveillance. Limited trust and emotionally detached feedback hinder engagement in productive dialogue. This perception gap corresponds with DepEd Order No. 24, s. 2020 (PPSSH), which underlines the need for school heads and master teachers to provide consistent technical help on classroom management and inclusive learning environments. However, implementation often highlights differences between self-perception and teacher experience.

From a policy and practice perspective in the Philippine education context, the findings suggest that instructional supervisory practices are generally in line between leaders and teachers. This is a good sign of shared understanding and coherence in instructional leadership. Luna & Sobido (2026) emphasize that supervisors' skills are vital in determining their effectiveness. Strong technical, human relations, conceptual, and decision-making abilities are linked to more effective supervisory roles. However, the identified gap in the Learning Environment area points out the need for better alignment, potentially through improved feedback mechanisms, collaborative monitoring, and more reflective supervisory practices. This supports Mina and Sanchez's (2025) recommendation for a needs-based mentoring-coaching program to address perceptual differences and gaps in instructional leadership skills. It also aligns with recent DepEd policies like DM 089, s. 2025 (Guidelines on the Multi-Year Performance Management and Evaluation System) and DO 024, s. 2025, which requires monthly or quarterly instructional supervisory plans for master teachers and school heads to encourage developmental rather than evaluative supervision.

Significant Difference in Instructional Supervisory Competence of Instructional Leaders When Grouped by Sex

Table 4 presents the results of the independent samples t-test determining whether there is a significant difference in the extent of instructional supervisory competence of instructional leaders when grouped according to sex. Using a significance level of $\alpha = 0.05$ and $df = 14$, the computed t-value was compared with the critical value of ± 2.511 . The decision rule indicates that the null hypothesis is rejected when the absolute value of the computed t exceeds the critical value; otherwise, it is not rejected.

Table 4. *Significant Difference in the Extent of Instructional Supervisory Competence of Instructional Leaders When Grouped According to Sex (Independent Samples t-test)*

Variables	t Stat	t _{critical} two-tailed	Df	α	Decision Rule	Comparison	Interpretation
Sex & Instructional Supervisory Competence	0.115	± 2.511	14	0.05	Reject H_0 if $ t_{stat} > t_{crit} $, Otherwise, Fail to Reject H_0	$ t_{stat} < t_{crit} $	Not Significant (Fail to Reject H_0)

As shown in the table, the findings reveal that the computed t-value of 0.115 is well below the critical value of ± 2.511 . This means that the result is not statistically significant, so we fail to reject the null hypothesis. It indicates that there is no significant difference in the instructional supervisory competence of instructional leaders based on sex. This finding agrees with Arombo (2023), who found that instructional supervision was highly evident across key result areas among master teachers designated as school heads.

This result suggests that male and female instructional leaders show similar levels of supervisory competence, meaning that sex does not determine how instructional leadership is practiced or seen. Both groups likely have similar abilities in providing instructional guidance, supporting teachers, and carrying out supervisory functions across the PPST domains. This aligns with Mendoza and Bautista (2022), who found that master teachers show very good instructional leadership practices by modeling lessons for diverse learning needs and recognizing students' individual differences for remediation and enrichment.

The very small t-value of 0.115 strengthens the idea of nearly equal performance between the two groups, indicating minimal variation in their means. This matches earlier findings where both male and female instructional leaders typically showed Highly Proficient levels of supervisory competence. It suggests that competence relates more to professional preparation, experience, and training than to demographic traits like sex. This finding agrees with Hare (2024), who proposed a professional learning community to continually improve the instructional practices of master teachers for the benefit of both students and teachers.

From a theoretical standpoint, this finding supports the idea that instructional leadership competence is gender neutral. It reinforces the notion that effective supervision depends on skills, qualifications, and professional development, not on biological or gender differences. This result aligns with Ironsi et al. (2025), who found that customized mentorship strategies produced the best outcomes in professional growth, job satisfaction, and pedagogical confidence when tailored to teachers' specific developmental needs.

This result implies that both male and female educators equally access and fulfill leadership development and supervisory roles. This is in line with DepEd's focus on inclusive and merit-based leadership development systems. It also suggests that professional development programs should not differentiate based on sex but should instead enhance competencies among all instructional leaders, regardless of gender. This supports Arombo's (2023) recommendation for in-service training and seminars to improve instructional competencies and leadership practices among master teachers designated as school heads. It further aligns with DepEd Order No. 24, s. 2020 (PPSSH) and the Expanded Career Progression System under DO 024, s. 2025, which promotes merit-based advancement for Master Teachers and school heads without gender differentiation.

Significant Relationship Between Instructional Leaders' Assessment of Their Instructional Supervisory Competence and Their Profile

Table 5 presents the results of the Chi-square test of independence, determining the significant relationship between instructional leaders' assessment of their instructional supervisory competence and their profile variables, namely age, sex, highest educational attainment, and instructional supervisory experience. Using a significance level of $\alpha = 0.05$, the computed Chi-square values were compared with the critical values to determine whether a significant relationship exists between the variables.

Table 5 *Relationship Between Instructional Leaders' Assessment of Their Instructional Supervisory Competence and Profile Variables (Chi-Square Test)*

Independent Variable	$X^2_{computed}$	X^2_{crit} right-tailed	Df	α	Decision Rule	Comparison	Interpretation
Age	2.591	7.815	3	0.05	Reject H_0 $X^2_{computed} > X^2_{critical}$, Otherwise, Fail to Reject H_0	$X^2_{computed} < X^2_{critical}$	Not Significant (Fail to Reject H_0)
Sex	0.374	3.842	1	0.05	Reject H_0 $X^2_{computed} > X^2_{critical}$, Otherwise, Fail to Reject H_0	$X^2_{computed} < X^2_{critical}$	Not Significant (Fail to Reject H_0)
Highest Educational Attainment	1.143	5.991	2	0.05	Reject H_0 $X^2_{computed} > X^2_{critical}$, Otherwise, Fail to Reject H_0	$X^2_{computed} < X^2_{critical}$	Not Significant (Fail to Reject H_0)
Instructional Supervisory Experience	3.810	7.815	3	0.05	Reject H_0 $X^2_{computed} > X^2_{critical}$, Otherwise, Fail to Reject H_0	$X^2_{computed} < X^2_{critical}$	Not Significant (Fail to Reject H_0)

Note: Dependent Variable: Instructional Supervisory Competence

It can be seen from Table 5 that age, with a Chi-square value of 2.591 compared to a critical value of 7.815 at 3 degrees of freedom, does not show a significant relationship with instructional supervisory competence. This means that instructional leaders of different ages demonstrate similar levels of supervisory competence. Regardless of whether they are younger or older, instructional leaders tend to show comparable skills in carrying out supervisory tasks. This suggests that age does not affect competence in instructional leadership. This result aligns with Ironsi et al. (2025), who found that tailored mentorship strategies produced the best outcomes in professional growth, job satisfaction, and pedagogical confidence when customized to teachers' specific developmental needs.

Looking at sex, the Chi-square value of 0.374 is less than the critical value of 3.842 at 1 degree of freedom, indicating no significant relationship between sex and instructional supervisory competence. This suggests that male and female instructional leaders have similar levels of competence in instructional supervision. The result indicates that gender does not significantly influence supervisory effectiveness and that both groups are equally capable in their instructional leadership roles. This finding matches Arombo (2023), who reported that instructional supervision was "highly manifested" across key result areas among master teachers and school head designates.

Regarding highest educational attainment, the Chi-square value of 1.143 is lower than the critical value of 5.991 at 2 degrees of freedom, showing no significant relationship with instructional supervisory competence. This indicates that instructional leaders, whether they hold a master's degree, are master's degree students, or have doctoral degrees, display similar levels of supervisory competence. This suggests that having higher academic qualifications does not necessarily lead to higher levels of instructional supervisory competence. This finding is consistent with Puspitasari et al. (2024), who concluded that coaching-based supervision, including structured coaching models like TIRTA-Innovative Coaching Flow and mentoring frameworks, significantly improved teachers' pedagogical competence, reflective practices, professional collaboration, and instructional innovation.

In terms of instructional supervisory experience, the Chi-square value of 3.810 is lower than the critical value of 7.815 at 3 degrees of freedom, indicating no significant relationship with instructional supervisory competence. This means that instructional leaders with differing lengths of supervisory

experience, whether they are less experienced or more experienced, show similar levels of competence. This suggests that experience alone does not significantly affect instructional leadership competence, possibly because of standardized training and ongoing professional development. This result is in line with Mok and Staub (2021), who found a statistically significant positive impact on instructional skill development among pre-service teachers (effect size $d = 0.41$), indicating that guided support helps strengthen core instructional skills.

The results in Table 5 show that instructional supervisory competence is not significantly affected by age, sex, highest educational attainment, or instructional supervisory experience. This suggests that instructional leaders have relatively uniform levels of competence, regardless of their demographic and professional backgrounds. This finding agrees with Mina and Sanchez (2025), who reported statistically significant differences in perceptions of instructional leadership efficacy and competencies between mentors and mentees. Mentees rated mentors higher overall, while mentors evaluated themselves more critically, highlighting different expectations within the mentoring process.

This finding supports the idea that instructional supervisory competence is mainly skill-based rather than influenced by personal or demographic factors. It underscores the importance of training, mentoring, and professional development in shaping effective instructional leadership. This aligns with the study of Social Learning Theory by Albert Bandura (1977), who highlighted that individuals learn by observing others and internalizing the behaviors they see, especially when they identify with the models or see positive reinforcement.

The results suggest that current leadership development programs may effectively standardize supervisory competence across various groups of instructional leaders. This supports Arombo's (2023) recommendation for in-service training and seminars aimed at enhancing instructional competencies and leadership practices among master teachers and school head designates. This is further backed by DepEd's Philippine Professional Standards for Supervisors (PPSS, DO 25, s. 2020) and the programs of the National Educators Academy of the Philippines (NEAP), which emphasize standards-based, career-stage progression and continuous professional development rather than demographic factors.

Summary

This study aimed to assess the instructional supervisory competence of instructional leaders – school heads and master teachers – in public secondary schools in Cawayan East District, Division of Masbate Province.

Specifically, this answered the following questions:

1. What is the profile of the instructional leaders in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 highest educational attainment; and,
 - 1.4 instructional supervisory experience?
2. What is the extent of instructional supervisory competence of instructional leaders in the following domains, as perceived by the instructional leaders (school heads and master teachers) and by the teacher-respondents:
 - 2.1 Content Knowledge and Pedagogy;
 - 2.2 Learning Environment;
 - 2.3 Diversity of Learners;
 - 2.4 Curriculum and Planning;
 - 2.5 Assessment and Reporting;
 - 2.6 Community linkages and Professional Engagement; and,
 - 2.7 Personal Growth and Professional Development?

3. Is there a significant difference between the assessment of the instructional leaders (school heads and master teachers) and teacher-respondents on the extent of instructional supervisory competence of the instructional leaders in terms of the above-cited domains?
4. Is there a significant difference between the assessment of the instructional leaders (school heads and master teachers) on the extent of instructional supervisory competence of the instructional leaders and their sex?
5. Is there a significant relationship between the assessment of the instructional leaders (school heads and master teachers) on the extent of instructional supervisory competence of the instructional leaders, and age, highest educational attainment, and instructional supervisory experience?
6. What coaching and mentoring program can be proposed based on the findings of the study?

The research aimed to evaluate their ability to provide instructional supervision within the seven PPST domains. It sought to identify strengths and gaps and create a foundation for enhancing mentoring, coaching, and professional development programs. The study used a quantitative approach that combined descriptive-comparative and correlational designs.

The study involved 16 instructional leaders, including 3 school heads and 13 Master Teachers, along with 15 teachers from three schools in the district. Data were collected using a researcher-created questionnaire with a 5-point Likert scale. Statistical tools like frequency, percentage, weighted mean, standard deviation, independent t-test, and chi-square test of independence were employed to analyze differences and relationships based on profile variables.

Findings

Profile of the Instructional Leaders

The findings show that most instructional leaders are in the 31 to 35 age group, making up 37.5% of the total. This is followed by those aged 36 to 40 at 31.25%. The smallest group, aged 26 to 30, comprises 12.5%. This suggests that the majority are relatively young or mid-career professionals, indicating a workforce still in its active development in instructional leadership.

Regarding gender, the data indicate that instructional leadership in this study is mostly female, with 68.75% of respondents identifying as women. Men make up 31.25%. This trend reflects the increasing presence of women in leadership roles within basic education, which aligns with national patterns in the Philippine education system.

In terms of their highest educational achievement, half of the respondents have not yet completed their Master's degree, while 25% have earned a Master's degree, and the remaining 25% hold Doctorate degrees. This indicates that while many leaders are advancing academically, only a small number have completed doctoral studies.

When it comes to instructional supervisory experience, most instructional leaders have between 2 to 5 years of experience, accounting for 37.5%. This is followed by those with 11 to 15 years of experience at 25%. Smaller groups represent those with less than 1 year and those with 6 to 10 years of experience, each making up 18.75%. This suggests that most instructional leaders have moderate experience, with few highly experienced supervisors.

Extent of Instructional Supervisory Competence Across PPST Domains

In the first domain, content knowledge and pedagogy, the findings show that both instructional leaders and teachers rated this area as Highly Proficient. Leaders had a composite mean of 4.670, while teachers had a mean of 4.581. However, teachers rated collaboration in research and ICT use slightly lower. This shows a gap in how collaborative and technology-based supervision is perceived.

In the second domain, learning environment, instructional leaders rated themselves highest. They focused on promoting fair and safe learning spaces. However, teachers rated support for learner motivation

strategies lower. This created a significant perception gap, even though both groups overall were Highly Proficient. This domain also had the lowest standard deviation among leaders at 0.083, showing consistent self-assessment.

Regarding diversity of learners, instructional leaders rated themselves as Highly Proficient, while teachers rated them as Proficient, with a composite mean of 4.427. The area with the lowest rating was support for indigenous learners and those in challenging situations. This points to a gap in inclusive supervision practices.

For the fourth domain, curriculum and planning, instructional leaders rated themselves Highly Proficient with a score of 4.725. Teachers rated them as Proficient, with a score of 4.493. Teachers highlighted weaker support in setting learning outcomes and designing programs. This suggests inconsistency in curriculum coaching.

In assessment and reporting, both groups rated this domain as Highly Proficient. However, teachers rated their ability to utilize data and feedback systems slightly lower. This indicates partial alignment, but there is still room to strengthen data-driven instruction.

In community linkages and professional engagement, both groups rated this domain Highly Proficient. Nonetheless, teachers rated support for strengthening parent engagement and professional ethics slightly lower. This shows uneven implementation of stakeholder engagement practices.

In the last domain, personal growth and professional development, both groups rated this area as Highly Proficient. However, teachers scored slightly lower in reflective practice and goal-setting support, indicating limited visibility of mentoring activities.

Instructional leaders consistently rated themselves higher than teachers in all domains. Teachers rated three domains as Proficient: Diversity of Learners, Curriculum and Planning, and certain aspects of other domains. In contrast, leaders rated all domains as Highly Proficient. This confirms a consistent perception gap in the effectiveness of instructional supervision.

Significant Difference Between Assessments of Instructional Leaders and Teacher-Respondents

The findings show that there is no significant difference in most PPST domains. The computed t-values are all below the critical value of ± 2.045 at the 0.05 level of significance. Specifically, the domains of Content Knowledge and Pedagogy ($t = 0.566$), Diversity of Learners ($t = 1.055$), Curriculum and Planning ($t = 1.489$), Assessment and Reporting ($t = 1.033$), Community Linkages ($t = 0.851$), and Personal Growth ($t = 0.354$) all have t-values less than the critical point, indicating similar perceptions between instructional leaders and teachers.

However, there is a significant difference in the Learning Environment domain. The computed t-value of 2.204 exceeds the critical value of ± 2.045 . This means teachers and instructional leaders have different views on supervisory competence in this area. Although both groups rated the domain as Highly Proficient, their perceptions of its implementation and impact are not in agreement.

Significant Difference in Instructional Supervisory Competence When Grouped by Sex

The results show no significant difference in instructional supervisory competence based on sex. The t-value of 0.115 is less than the critical value of ± 2.511 at the 0.05 level of significance with 14 degrees of freedom. This means that both male and female instructional leaders have similar levels of instructional supervisory competence.

Significant Relationship Between Instructional Leaders' Assessment of Their Instructional Supervisory Competence and Profile Variables

The chi-square test results show that there is no significant relationship between instructional supervisory competence and most profile variables. All computed chi-square values are below their respective critical values at the 0.05 significance level. Specifically, for age, the computed chi-square value of 2.591 is less than the critical value of 7.815, indicating no significant relationship. For sex, the computed

value of 0.374 is below the critical value of 3.842, which also shows no significant relationship. For the highest educational attainment, the computed value of 1.143 is less than the critical value of 5.991, further indicating no significant relationship. For instructional supervisory experience, the computed value of 3.810 is below the critical value of 7.815, confirming no significant relationship.

These results suggest that instructional supervisory competence is independent of demographic and professional profile variables. This implies that competence is more likely influenced by training, coaching systems, and leadership development opportunities rather than by personal characteristics.

CONCLUSIONS

Based on the findings from this study, the following conclusions were drawn:

1. Instructional leaders are typically early to mid-career professionals with some experience and solid academic backgrounds, though few hold doctorates.
2. Instructional leaders see themselves as highly proficient in all PPST domains, while teachers often rate some areas lower, showing a gap in how they view supervisory effectiveness.
3. The biggest gaps are in Diversity of Learners and Curriculum and Planning, indicating a need for better inclusion and instructional practices.
4. Only the Learning Environment domain shows a clear difference between instructional leaders and teachers, which suggests some misalignment in how supervisory impact is perceived.
5. Most profile variables do not affect instructional supervisory competence, indicating that development systems matter more than personal traits.

Recommendations

For Instructional Leaders

1. Strengthen coaching practices through regular pre-observation and post-observation conferences.
2. Focus on improving diversity among learners and curriculum planning through targeted mentoring.

For Teachers

1. Actively participate in coaching sessions and reflective practice activities.
2. Work with instructional leaders on lesson planning and assessment design.
3. Join feedback systems to improve teaching practices.

For SDO Masbate Province

1. Offer ongoing training programs on instructional coaching and PPST-based supervision.
2. Monitor the implementation of PMES-aligned instructional supervision.
3. Expand the professional development initiative, the Exemplary Leadership and School Governance (ELSG) Academy, to ensure all instructional leaders are supported and empowered.

For DepEd Policy Implementers

1. Strengthen support for PMES implementation (DepEd Memorandum No. 017, s. 2025).
2. Create standardized coaching tools for instructional leaders.
3. Promote research-based instructional supervision programs in schools.

For Future Researchers

1. Conduct similar studies on larger samples or across multiple divisions.
2. Explore qualitative research on teachers' experiences with instructional supervision.

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