

## **Supervisory Competence of School Heads and Teachers' Dedication in Mati South District, Mati City**

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**Abstract:** This study aimed to explore the influence of supervisory competence of school heads on the teachers' dedication. In this study, the researcher selected the 190 elementary school teachers in Mati South District, Mati City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and regression analysis. Findings revealed that supervisory competence of school heads was rated as extensive, while, teachers' dedication in Mati South District, Mati City was described as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship between supervisory competence of school heads and teachers' dedication in Mati South District, Mati City. Evidently, regression analysis proved that supervisory competence of school heads in terms of curriculum and assessment; and teacher development and support were significant predictors of teachers' dedication in Mati South District, Mati City.

**Keywords:** Descriptive Correlational Study, Educational Management, Supervisory Competence of School Principal, Teachers' Dedication

### **A. Introduction**

Poor teachers' dedication at the elementary school level is a multifaceted issue that varies across different regions such as the USA, Asia, and the Philippines, each facing unique challenges. In the USA, factors such as inadequate salaries, high-stakes testing, and lack of professional development opportunities contribute to low teacher morale and dedication (Darling-Hammond, 2017). Asian countries often grapple with large class sizes, limited resources, and excessive administrative duties, which hinder teachers' ability to focus on effective teaching practices and maintain high levels of dedication (Zhang & Liu, 2019). In the Philippines, challenges include low compensation, insufficient training, and a lack of support from school administration,

which collectively lead to teacher burnout and reduced commitment (Bernardo, 2018). These issues are compounded by cultural and systemic differences that impact the educational environment, highlighting the need for comprehensive policy reforms and support systems to enhance teacher dedication across these diverse contexts.

Despite the extensive research on the influence of supervisory competence of school heads on teachers' dedication, there remains a significant gap in the literature, particularly concerning methodological approaches and geographical contexts. Most existing studies have predominantly utilized qualitative approaches, focusing on in-depth interviews, case studies, and observational data to explore the dynamics of leadership and teacher commitment (Bush & Glover, 2016; Hallinger, 2018). While these studies provide rich, detailed insights, there is a notable lack of quantitative research that can offer generalizable data on this topic. Moreover, the researcher has not encountered any studies specifically conducted within the Philippine setting, leaving a critical gap in understanding how supervisory competence impacts teacher dedication in this unique educational context. Addressing this gap through a quantitative study could provide valuable, empirically-based insights that are directly applicable to the educational landscape in the Philippines, thereby contributing to the development of more effective leadership strategies and enhancing teacher commitment.

The contemporary research landscape on the influence of supervisory competence of school heads on teachers' dedication has evolved to emphasize the multifaceted role of effective leadership in fostering teacher commitment. Recent studies underscore that school heads who exhibit strong supervisory skills particularly in instructional leadership, emotional intelligence, and professional development support are pivotal in enhancing teachers' motivation and dedication (Hallinger, 2018; Leithwood et al., 2020). These competencies enable school leaders to create supportive environments that encourage continuous professional growth and a positive school climate, which are crucial for sustaining teacher dedication. Notably, Leithwood et al. (2020) demonstrated that leaders who prioritize teacher development and foster collaborative cultures see higher levels of teacher engagement and performance. Despite these insights, much of the existing research has relied on qualitative methods such as case studies and interviews, providing depth but limiting generalizability.

The novelty of conducting a study on the influence of supervisory competence of school heads on teachers' dedication lay in its potential to fill significant gaps in both methodology and geographic context, particularly within the Philippine educational system. While existing literature extensively explored leadership's impact on educational outcomes, most studies had primarily employed qualitative methods, providing rich, contextual insights but lacking broad generalizability (Hallinger, 2018). This study proposed a quantitative approach, which would offer empirical data and

enable the establishment of more generalizable conclusions about the relationship between supervisory competence and teacher dedication. Additionally, this research was pioneering within the Philippine context, where there was a dearth of studies examining this specific dynamic. By focusing on this region, the study aimed to provide valuable insights tailored to the unique cultural and educational landscape of the Philippines, potentially informing policy and practice in ways that previous research conducted in different contexts could not. This innovative approach promised to contribute significantly to the field by providing new data, perspectives, and actionable recommendations for enhancing teacher dedication through effective supervisory practices.

This study aimed to contribute significantly to the educational literature by filling the research gaps identified in the current understanding of YouTube tutorials' impact on teaching approaches and learners' inquisitiveness. It sought to provide empirical evidence on how these digital tools could be effectively integrated into teaching methodologies to enhance instructional innovation and student engagement. Additionally, the study explored the long-term effects of using YouTube tutorials on learners' inquisitiveness, thereby offering valuable insights into the development of critical thinking and independent learning skills. By addressing these gaps, the study offered practical recommendations for educators and policymakers to optimize the use of YouTube and other digital media in fostering a more inquisitive and analytically skilled student body.

The primary aim of this study was to determine which among the domain of supervisory competence of school heads significantly influence the teachers' dedication in Mati South District, Mati City. Specifically, this study seeks to answer the following questions:

1. What is the extent of supervisory competence of school heads in terms of curriculum and assessment; teacher development and support; instructional leadership; and resource management?
2. What is the extent of teachers' dedication in terms of passion for teaching; commitment to student success; personal sacrifice; and innovation and creativity?
3. Is there a significant relationship between supervisory competence of school heads and teachers' dedication in Mati South District, Mati City?
4. Which among the domains of supervisory competence of school heads significantly influence the teachers' dedication in Mati South District, Mati City?

## **B. Methods**

This study employed a quantitative design using a descriptive correlational approach to examine the relationship between supervisory competence of school heads and

teachers' dedication. Quantitative research design involves the systematic empirical investigation of observable phenomena through statistical, mathematical, or computational techniques. The aim of this type of research is to develop and test models, theories, and hypotheses related to natural phenomena (Creswell & Creswell, 2018). The descriptive correlational approach is utilized to describe and measure the degree of association between two or more variables without manipulation. This method seeks to observe, describe, and document aspects of a situation as they naturally occur, and identify potential relationships between variables. It does not imply causation but rather indicates the strength and direction of the association (Siedlecki, 2020).

In this study, 190 elementary school teachers from Mati South District, Mati City were chosen as respondents using the stratified random sampling method. Stratified random sampling involves dividing a population into distinct subgroups, or strata, that share similar characteristics, and then randomly selecting samples from each stratum. This approach ensures that each subgroup is adequately represented, thereby enhancing the generalizability and accuracy of the research findings (Taherdoost, 2016). Additionally, the researcher utilized modified and enhanced adapted survey questionnaires, which were pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument. The collected data were analyzed using statistical tools such as Mean, Correlation Analysis, and Regression Analysis.

### **C. Results and Discussion**

**SOP#1:** What is the extent of supervisory competence of school heads in terms of curriculum and assessment, teacher development and support, instructional leadership, and resource management?

Supervisory competence of school heads in terms of curriculum and assessment was extensive (M=3.49) indicating that school leaders was able to effectively oversee and guide the development, implementation, and evaluation of curriculum and assessment practices within their schools. High levels of supervisory competence in curriculum and assessment are crucial for enhancing the overall quality of teaching and learning within schools. When school heads possess strong skills in these areas, they can ensure that the curriculum is both rigorous and aligned with educational standards, providing a clear roadmap for teachers to follow. This alignment is essential for ensuring that all students have access to a high-quality education that prepares them for future academic and career success. Moreover, competent supervision in curriculum development fosters a collaborative environment where teachers feel supported and guided in their instructional practices, leading to more effective teaching and improved student outcomes (Hallinger, 2018).

Supervisory competence of school heads in terms of teacher development and support was extensive ( $M=3.62$ ). School heads with high supervisory competence are adept at identifying teachers' strengths and areas for improvement, and they actively work to create an environment that supports continuous professional growth and instructional excellence. According to Louis, Leithwood, Wahlstrom, and Anderson (2010), strong instructional leadership from school heads is associated with higher student achievement because it promotes a focus on teaching quality and professional development. School heads who are highly competent in their supervisory roles can implement targeted professional development programs that address specific teaching challenges, introduce innovative teaching methods, and encourage reflective practice among teachers. As noted by Day, Gu, and Sammons (2016), School heads who excel in their supervisory roles create an environment of trust and open communication, where teachers feel valued and motivated to engage in continuous learning and improvement. This supportive culture encourages teachers to take risks, share ideas, and collaborate with colleagues, leading to a more dynamic and innovative teaching environment.

Supervisory competence of school heads in terms of instructional leadership was moderately extensive ( $M=3.30$ ) indicating that school heads demonstrate an adequate but not overly intensive involvement in instructional leadership, striking a balance between offering support and allowing teachers autonomy in their instructional practices. Moderate levels of supervisory competence in instructional leadership are crucial for maintaining a balanced and effective teaching-learning environment. When school heads provide moderate supervision, they ensure that teachers receive sufficient guidance and resources to enhance their instructional strategies without feeling micromanaged. This balance allows teachers to develop their own professional judgment and instructional autonomy, which is essential for fostering creativity and innovation in the classroom (Hallinger, 2019). Also, school heads who engage in moderate levels of instructional leadership typically promote professional development opportunities and facilitate peer collaboration among teachers. This approach helps build a community of practice where teachers can share insights, discuss challenges, and collectively work towards improving instructional quality (Leithwood et al., 2020).

Supervisory competence of school heads in terms of resource management was moderately extensive ( $M=3.32$ ). At a moderate level, this competence implies that school heads are sufficiently skilled in managing resources to ensure that they are utilized efficiently and equitably to enhance educational outcomes. Moderate levels of supervisory competence in resource management are crucial for maintaining a functional and supportive educational environment. When school heads manage resources effectively at a moderate level, they ensure that teachers have access to necessary teaching materials and professional development opportunities, which directly impacts the quality of instruction and student engagement (Busico, 2024).

Additionally, moderate levels of resource management competence ensure that resources are distributed equitably, preventing disparities that could negatively impact student learning. By ensuring a fair and strategic allocation of resources, school heads can help to promote educational equity and inclusivity, further enhancing the effectiveness of the teaching-learning process (Cabigao, 2019).

Overall, supervisory competence of school heads in Davao del Norte was extensive (M=3.43) indicating that school heads are proficient in these areas and can positively influence the teaching and learning environment within their schools. According to Nalzar (2022), effective instructional leadership involves setting clear expectations, monitoring teaching practices, and providing targeted professional development opportunities. School heads who excel in these areas create a culture of continuous improvement and high performance, where teachers are motivated to refine their teaching strategies and adopt innovative practices. This, in turn, leads to improved student outcomes and a more engaging learning experience. Additionally, Ngole and Mkulu (2021) noted that school heads who are adept at supervision can identify and address the individual needs of their teachers, providing personalized support and professional development that align with their strengths and areas for growth. This targeted support helps teachers feel valued and empowered, ultimately leading to higher job satisfaction and better teaching practices.

**SOP#2:** What is the extent of teachers' dedication in terms of passion for teaching, commitment to student success, personal sacrifice; and innovation and creativity?

Teachers' dedication in terms of passion for teaching was moderately extensive (M=3.31) indicating teachers are deeply interested in their subject matter and enjoy the process of teaching, but they maintain a healthy balance between their professional and personal lives. They regularly demonstrate a positive attitude towards their work and inspire their students through their enthusiasm and dedication to the subject. Teachers with this level of passion are more likely to create engaging and dynamic classroom environments that capture students' interest and motivate them to learn. Their enthusiasm is contagious, fostering a positive learning atmosphere that encourages student participation and engagement (Liza et al., 2024). Additionally, these teachers are more resilient in the face of challenges, maintaining a consistent level of energy and commitment that supports sustained student progress and achievement. By balancing their passion with other aspects of their lives, these teachers avoid burnout, ensuring that they can continue to provide high-quality education over the long term (Mandefro, 2019).

Teachers' dedication in terms of commitment to student success was extensive (M=3.42). Teachers with this level of commitment go beyond the standard expectations

of their role, providing additional support, resources, and guidance to help students overcome challenges and succeed. An extensive commitment to student success is crucial for fostering an inclusive and supportive educational environment. Teachers who are deeply committed to their students' success invest time and effort into understanding each student's unique needs, strengths, and challenges. This individualized approach enables teachers to tailor their instruction and support, helping all students to reach their full potential (Hattie, 2019). Furthermore, these teachers are often advocates for their students, working to create equitable opportunities and access to resources that promote academic achievement. Their dedication can inspire students to strive for excellence and persevere through difficulties, ultimately leading to higher levels of student success and satisfaction (Muller & Hattie, 2020).

Teachers' dedication in terms of personal sacrifice was moderately extensive ( $M=3.10$ ) indicating the willingness of teachers to occasionally put aside their personal needs and time to support their students and enhance their teaching. While these teachers make significant sacrifices, they also recognize the importance of maintaining their well-being to sustain their effectiveness in the classroom. They strike a balance between dedication to their profession and self-care. Teachers who make moderately extensive personal sacrifices contribute positively to the teaching-learning process by going the extra mile to support their students. Their willingness to spend additional time on lesson planning, student feedback, and extracurricular support can lead to improved student outcomes and a more enriched learning experience (Day & Qing, 2018).

Teachers' dedication in terms of innovation and creativity was extensive ( $M=3.67$ ). Teachers who exhibit high levels of innovation and creativity are not afraid to experiment with novel ideas and technologies to enhance the learning experience. They stay abreast of the latest educational research and trends, integrating them into their teaching practices to better engage and educate their students. Extensive innovation and creativity are vital for maintaining student engagement and fostering a dynamic learning environment. Innovative teachers bring fresh perspectives and methods to the classroom, which can make learning more exciting and relevant for students (Sawyer, 2018). Their creative approaches can cater to diverse learning styles and needs, ensuring that all students have the opportunity to succeed. Additionally, by incorporating new technologies and methods, these teachers prepare students for the ever-evolving demands of the modern world, equipping them with critical thinking and problem-solving skills (Rubenstein et al., 2018).

Overall, teachers' dedication was moderately extensive ( $M=3.38$ ). Teachers who exhibit this level of dedication are able to maintain high standards of teaching while also preserving their own well-being. This balance is essential for preventing burnout, which

can lead to decreased effectiveness and enthusiasm in teaching. By maintaining their well-being, these teachers can remain consistently engaged and motivated, which positively impacts their ability to deliver high-quality education. Their balanced approach serves as a model for students, demonstrating the importance of dedication coupled with self-care, thereby promoting a healthier and more sustainable approach to both learning and working (Thornton, 2019). Furthermore, teachers with moderately extensive dedication are more likely to create a positive and supportive classroom environment. Their commitment to their students' success fosters strong relationships and trust, which are critical components of effective teaching and learning. When students feel supported and valued by their teachers, they are more likely to be engaged, motivated, and willing to take risks in their learning (Raja & Saddique, 2023).

**SOP#3:** Is there a significant relationship between supervisory competence of school heads and teachers' dedication?

There is a significant relationship between supervisory competence of school heads and teachers' dedication with a p-value of .000 that is less than .05 level of significance (two-tailed) ( $r = .554$ ,  $p < 0.05$ ) suggesting that the effectiveness of school leadership directly influences teachers' commitment to their work. Supervisory competence encompasses the school heads' ability to provide clear guidance, support professional development, offer constructive feedback, and create a positive and motivating work environment. According to Gülbahar (2020), leadership plays a crucial role in shaping the school environment and directly impacts teacher efficacy and student achievement. When teachers perceive their school leaders as competent and supportive, they are more likely to exhibit high levels of dedication, invest time in lesson planning, and engage actively with students. This enhanced dedication results in improved teaching practices, higher student engagement, and better educational outcomes. Furthermore, supervisory competence can foster a culture of continuous improvement and professional growth among teachers. School heads who are skilled in supervision can identify teachers' strengths and areas for development, providing tailored professional development opportunities and constructive feedback. This approach not only enhances teachers' skills and knowledge but also increases their job satisfaction and commitment to their roles (Ampofo et al., 2019).

**SOP#4:** Which among the domains of supervisory competence of school heads significantly influence the teachers' dedication?

Supervisory competence of school heads in terms of curriculum and assessment; and teacher development and support significantly influenced the teachers' dedication in Mati South District, Mati City as evident on the F-value of 27.837 and  $p < 0.05$ . When school leaders demonstrate strong supervisory skills, they effectively manage and guide



curriculum implementation and assessment practices, ensuring that educational standards are met and that instructional strategies are effective.

The relevance of supervisory competence in curriculum and assessment to the teaching-learning process is profound. Effective supervision ensures that the curriculum is delivered in a manner that meets educational standards and addresses the diverse needs of students. School heads who are competent in this area can provide valuable feedback and guidance to teachers, helping them refine their instructional methods and assessment techniques. This, in turn, leads to improved student learning outcomes, as teachers are better able to align their teaching with curricular goals and use assessment data to inform their practices (Fullan, 2020).

In terms of teacher development and support, supervisory competence plays a critical role in enhancing teacher effectiveness and dedication. School heads who prioritize professional development create opportunities for teachers to engage in continuous learning and skill enhancement. This investment in teacher growth not only improves instructional quality but also boosts teacher morale and job satisfaction (Darling-Hammond et al., 2017). Teachers who receive consistent support and professional development are more likely to remain committed to their roles and strive for excellence in their teaching practices.

#### **D. Conclusions**

In conclusion, the extensive rating on supervisory competence of school heads in the Mati South District, Mati City, underscores the pivotal role these leaders play in shaping educational outcomes. The moderately extensive rating on teachers' dedication further highlights the strong commitment of educators to their profession. The significant relationship between the supervisory competence of school heads and teachers' dedication reveals that effective leadership directly enhances teacher motivation and engagement. Specifically, the substantial influence of supervisory competence in curriculum and assessment, alongside teacher development and support, demonstrates that when school heads excel in these areas, they create an environment that fosters continuous professional growth and instructional effectiveness among teachers. This synergy ultimately leads to a more dynamic and productive teaching-learning process, benefiting both educators and students.

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