

# Effect of School Heads' Clinical Supervision Skills on Teachers' Teaching Proficiency and Pupils' Mastery Learning Performance

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*Abstract* — Clinical supervision is a process whereby the school head assists the classroom teacher to improve teaching instruction to enhance students' learning. This study determined the effect of school heads' clinical supervision skills on teachers' teaching proficiency and pupils' mastery learning performance in Zamboanga del Norte, Dipolog City, and Dapitan City divisions during the school year 2019 – 2020. It employed survey and correlational methods of research involving 258 school heads and 374 teachers. Frequency count, percent, weighted mean, Mann-Whitney U Test, Kruskal-Wallis H Test, Post Hoc Analysis using Tukey's test, and the Spearman Rank-Order Correlation Coefficient treated the collected data. Findings revealed that school heads were much skillful in clinical supervision. On the contrary, however, teachers with highly proficient teaching performance based on the Philippine Professional Standards for Teachers rated their school heads less skilled. Furthermore, pupils obtained average mastery learning performance in the National Achievement Test. Moreover, school heads' clinical supervision skills were highly and positively correlated with and significantly related to teachers' teaching proficiency and the pupils' mastery learning performance. The study concludes that the teachers are appropriately structured by the skillful school heads to explore and enhance their proficiency, honing the pupils with the necessary skills and abilities needed in the 21st century. Hence, it is recommended that teachers remain open to school supervision and management changes that trail further their practices to reflect additional avenues by which teaching proficiency can significantly translate the mastery learning performance among the pupils and the Department of Education standards.

*Keywords* — *clinical supervision, teaching proficiency, pupil mastery, learning performance, school head, teacher, pupil*

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## I. Introduction

Schools worldwide in basic education are entrusted to produce quality human capital to cope with the ever-changing market demands. School heads are designated to provide excellent supervision of the teaching and learning process to ensure quality teachers since quality teachers beget quality students. It is often said that school heads are “sense makers” of learning organizations. In such an equation, instructional leaders ensure effective teaching takes place as quality teachers beget quality students.

Lincunaland Caingcoy (2020) asserted that though teacher evaluation is summative, it should, at times, be downplayed in the merit rating card if the real benefits of clinical supervision

are to be reaped by all teachers concerned. Thus, school heads must be skillful that can help them evaluate teachers and simultaneously avoid creating a psychological obstacle to their further development. According to Bello and Olaer (2020), the answer lies in clinical supervision as it is a “people-centered approach,” and it postulates continuous improvement. As cited by Tustin (2016), Cogan defined it as the rationale and practice designed to improve the teachers’ teaching proficiency.

However, Ogbo (2015) pointed out that one of the most challenging jobs of the school head is the clinical supervision of the teachers. He further added that clinical supervision is a process whereby the school head assists the classroom teacher to improve his/her teaching instruction to enhance students’ learning. Specifically, along with instructional tasks, school heads often do clinical supervision to ensure quality instruction. According to Sidhu (2010), school heads start with guiding the teachers to which quality instruction inevitably emerged.

Furthermore, Sarfo and Cudjoe (2016) contemplated that clinical supervision of school heads is the rationale and practice designed to improve the teachers’ teaching proficiency, improved pupils’ performance, and increase stakeholders’ trust and confidence in boosting their continuous support to school development. Ghavifekr, Husain, Rosden, and Hamat (2019) added that the clinical supervision of school heads is an ongoing process of the teacher, pupil, and school development. In other words, the clinical supervision of school heads is not only centrally ensuring teachers’ highest proficiency in teaching, but pupils’ progress and community engagement are of equal importance. They asserted further that the main aim of clinical supervision is to promote effective education and help teachers reduce the discrepancy between actual teaching behavior and typical teaching behavior to ensure the highest level of teachers’ teaching proficiency.

This study aimed to determine the effect of school heads’ clinical supervision skills on teachers’ teaching proficiency and pupils’ mastery learning performance in the three (3) divisions of Zamboanga del Norte, Dipolog City, and Dapitan City during the school year 2019 – 2020. Specifically, the study sought answers to the following questions:

1. What is the profile of the school heads and teachers in terms of:
  - 1.1 sex;
  - 1.2 length of service;
  - 1.3 number of seminars/training attended; and
  - 1.4 educational qualification?
2. What is the level of the clinical supervision skills of school heads in terms of:
  - 2.1 pre-conference session;
  - 2.2 observation session;
  - 2.3 data analysis/evaluation session;
  - 2.4 post-conference/feedback session; and

- 2.5 post mortem session?
3. Is there a significant difference in the clinical supervision skills of school heads when analyzed as to profile?
4. What is the level of the teachers' teaching proficiency in terms of?
- 4.1 content knowledge and pedagogy;
  - 4.2 learning environment;
  - 4.3 diversity of learners;
  - 4.4 curriculum and planning;
  - 4.5 assessment and reporting;
  - 4.6 community linkages and professional engagement; and
  - 4.7 personal growth and professional development?
5. Is there a significant difference in the teachers' teaching proficiency level when analyzed as to profile?
6. What is the level of the pupils' mastery learning performance based on the National Achievement Test?
7. Is there a significant relationship between the level of school heads' clinical supervision skills and teachers' teaching proficiency level?
8. Is there a significant relationship between the level of school heads' clinical supervision skills and the level of pupils' mastery learning performance?

## **Literature Review**

### **Foreign Literature on Clinical Supervision**

Clinical supervision as a method for improving instruction has a reasonably recent history in the United States. Pajak (2019) posited that the earliest application began with Morris Cogan and Robert Goldhammer at Harvard University in the 1960s and continued later at the University of Pittsburgh and other institutions. He further pointed out that their efforts were stimulated by frustrations they encountered as university supervisors trying to help beginning teachers succeed. Tustin (2016) disclosed that Goldhammer and Cogan borrowed the term "clinical supervision" from the medical profession. It has been used for decades to describe a process for perfecting practitioners' specialized knowledge and skills. Essentially, clinical supervision in education involves a teacher receiving information from a colleague who has observed the teacher's performance and who serves as both a mirror and a sounding board to enable the teacher to critically examine and possibly alter his or her professional practice (Uzoechina & Nwankwo, 2017).

### **Local Literature on Clinical Supervision**

Tan, Argate, and Barcoso (2020) stressed that the supervisory styles of school heads to include clinical supervision, are highlighted as indicators to measure the teachers' teaching proficiency and students' academic performance. Bello and Olaer (2020) also supported that massive capability buildings on clinical supervision were given to school heads in Region XI to ensure the acquisition of mentoring skills among them. Accordingly, they were capacitated to develop their instructional, supervisory skills to implement clinical supervision to help improve teachers' instructional competence properly.

### **Foreign Literature on Teachers' Teaching Proficiency**

One goal of clinical supervision is to evaluate teachers and find ways to improve their classroom strategies and procedures. The teacher's development is dependent on the quality of clinical supervision that he is receiving. Lopez (2016) asserted that the purpose of good clinical supervisory practice seeks to evaluate its personnel, procedures, and results that promote learner's growth and, hence, eventually improves society.

On the contrary, if teachers are not well supervised, effectiveness in instruction will be adversely affected, and the instructional goals may not be well realized. It will also lead to the low quality of education, and invariably, teachers' lack of commitment to their job will result in ineffective schools (Sule, Ameh, & Egbai, 2015).

### **Local Literature on Teachers' Teaching Proficiency**

In the Philippines, teachers' teaching proficiency is measured based on the Philippine Professional Standard for Teachers (PPST) (DO 42, 2017). It is an initiative of the Department of Education in addressing the changing culture of 21st-century learners. PPST described the seven domains that the teacher requires to be effective in the 21st century. These are as follows. The first is to recognize the importance of mastery of content knowledge and interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of applying theories and principles of teaching and learning.

The second domain is to provide a learning environment that is safe, secure, fair, and supportive to encourage learner responsibility and achievement.

Interact with the national and local curriculum requirements is the fourth domain. The teachers translate curriculum content into learning activities relevant to learners and based on the principles of effective teaching and learning.

The fifth domain is to apply various assessment tools and strategies in monitoring, evaluating, documenting, and reporting learners' needs, progress and achievement.

The sixth one is to establish a school-community partnership aimed at enriching the learning environment and the community's engagement in the educative process. The teacher identifies and responds to opportunities that link teaching and learning in the classroom to the school community's experiences, interests, and aspirations, and other key stakeholders

Lastly, the seventh domain is to value personal growth and professional development and exhibit own high regard for professional reflection by maintaining qualities that uphold the dignity of teachings, such as caring attitude, respect, and integrity.

### **Foreign Literature on Pupils' Mastery Learning Performance**

On the other hand, clinical supervision has come into the educational process landscape due to the students' academic performance or mastery learning performance. It is always the concern of every educational institution to maximize learning and ensure that students perform well inside and outside the classroom. Therefore, the role of clinical supervision is to improve the teaching-learning process by promoting cooperative activities and democratic relationships involved in the process and considered an important activity to achieve the goal of the educational system (Donkoe & Baffoe, 2018; Oyewole & Ehinola, 2014).

### **Local Literature on Pupils' Mastery Learning Performance**

In the Philippines, the country has substantially increased investment in education and prioritizes instructional concerns, but annoyingly, academic performance is still not awe-inspiring (Read and Atinc, 2017). The case was also presented by Senator Sherwin T. Gatchalian on the review of the K-12 program that NAT results of two recent tests were below 50% mean percentage score and very far from the border of 75%. Accordingly, during 2015-2016, Grade 6 students obtained a mean percentage score of 41.5 percent and 44.7 percent on Grade 10 students. In 2016-2017, Grade 6 students achieved a 40 percent average score, while Grade 10 got the average percentage score of 44.1 (Diaz, 2019). Noticeably, data showed a decreasing performance of Filipino students. Undoubtedly, Delas Penas (2019) contemplated that the case may be charged to poor teachers' performance reflective of school heads' incompetence on clinical supervision.

### **Foreign Studies on Clinical Supervision**

Moswela and Mphale (2015) investigated possible barriers to implementing clinical supervision in Botswana primary schools, junior and senior secondary schools. The study revealed large class sizes, the implementation of the Performance Management System in schools, and senior teachers who are designated as supervisors to junior teachers simply by virtue of their official position and not because they are experts in the areas they supervise were the three significant barriers to clinical supervision practices. Nabhani, Bahous, and Sabra, H. (2015) also supported when they found that although the supervision process was well established and systematic, there were areas for improvement.

On the contrary, Taib, Abdullah, Ail, Yahya, and Jusoh (2015) also studied the level of implementation on clinical supervision. The research found that the teachers were regularly practiced clinical supervision with an average mean of all the supervisory levels, which is within the higher range level.

### **Local Studies on Clinical Supervision**

In Central Visayas, the Philippines, Pepito and Acibar (2019) revealed that school heads practiced clinical supervision, and they had supervised their teachers most especially in the delivery of instruction. At the same time, in Area III Leyte Division, Pricellas, Niez, Nierra, Paul, and Tubis (2016) disclosed that the school administrators were also found to be highly effective in supervision and evaluation of instruction.

### **Foreign Studies on Teachers' Teaching Proficiency**

Interestingly, Saubern, Urbach, Koehler, and Phillips (2020) found that teachers at higher levels of technological, pedagogical, and content knowledge (TPACK) proficiency more strongly believed in the value of using technology to facilitate deep thinking and learning and were more confident to use technology to support and promote deeper thinking and learning in and across curriculum areas than teachers with lower levels of proficiency.

### **Local Studies on Teachers' Teaching Proficiency**

In the Philippines, Abucayon, Bautista, and Romano (2016) bared that pre-service teachers were proficient in essential teaching skills such as writing skills, pedagogical skills, skills on evaluating student outcomes, and making the table of specifications.

### **Foreign Studies on Pupils' Mastery Learning Performance**

Unarguably, effective schools focus on the progress of students and the interplay of the other factors, such as learning motivation, classroom management, student learning attitude, and participation (Magulod, 2017). If supervisors can beef up the teachers' teaching pattern, then student learning can be improved (Ekundayo, Oyerinde, Kolawole, 2013).

In support, the study of Makau, Ronoh, and Tanui (2016), which established that there is a strong relationship in the practice of instructional supervision towards the academic achievement of students, demonstrated the cyclical pattern involving instructional supervision, teachers' teaching proficiency, and students' mastery learning performance. It means that instructional supervision can also translate students' academic performance.

### **Local Studies on Pupils' Mastery Learning Performance**

Bondoc (2016) divulged that there are predictors of the academic performance of the students. Falsario, Muyong, and Nuevaespaña (2014) disclosed that classroom climate significantly influenced students' academic performance. Also, Bondoc (2016) unveiled that teacher efficacy was a significant potential predictor of academic performance in Science. Furthermore, Alipio (2020) declared that psychological variables and expectancy-value beliefs to outcomes-based education were predictors of academic performance. Moreover, Balasico and Tan (2020) revealed that the best predictor of students' performance was the admission rating of the students with a 36.6% coefficient of determination. However, there is a shortage in research involving clinical supervision to predict students' mastery learning performance.

## **Synthesis and Gap**

The reviewed literature and studies provided enough evidence that school heads' level of clinical supervision skills must be explored exceedingly to affect teachers' proficiency in teaching. However, no historical evidence showed that the competency framework set by the Department of Education is competently carried out by school heads to affect the teachers' teaching performance based on the Philippine Professional Standards for Teachers, particularly in Zamboanga del Norte, Dipolog City, and Dapitan City divisions.

In a similar vein, the link between clinical supervision skills of school heads and students' mastery learning performance in the Philippines is limited, more so in Zamboanga del Norte and the cities of Dipolog and Dapitan. It is evident in the educational systems in other countries. It could mean that the higher the level of the clinical supervision skills of school heads will result in a higher level of students' mastery learning performance. However, in the Philippines, the NAT results of two recent tests were below 50 percent mean percentage score and very far from the border of 75 percent. It leads to a remark that the disparity is may be due to the reduced level of the clinical supervision skills of school heads reflective of the poor adoption and actualization of the competency framework set by the Department of Education. The present scenario reflects the kind of clinical supervision that the school head utilized in managing instruction. The poor performance of the students may be attributed to poor implementation of the National Competency-Based Standards of School Heads to carry out clinical supervision in particular and manage the school system in general.

Hence, the literature and studies support that clinical supervision skills among the school heads can reflect the teachers' teaching proficiency and the students' mastery learning performance. With this, the researcher conducted the study to provide a scientific explanation of the interrelationship of these variables.

## **II. Methodology**

### **Design**

Survey and correlational methods of research were used in the study with the aid of the questionnaire checklist. A correlational analysis was performed to determine the significant effect of the clinical supervision skills of school heads on teachers' teaching proficiency and the pupils' mastery learning performance in the divisions under study.

### **Sampling**

The study respondents were the randomly selected school heads and teachers in public elementary schools in the three (3) Divisions of Zamboanga del Norte, Dipolog City, and Dapitan City, with a total of six hundred thirty-two (632). Zamboanga del Norte comprised three hundred two (302) public elementary school teachers and two hundred twenty-seven (227) school heads, Dipolog City composed of forty (40) public elementary school teachers and eleven (11) school

heads, and Dapitan City included thirty-two (32) public elementary school teachers and twenty (20) school heads.

### Ethical Issues

The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

### Treatment of Data

The instrument used to gather data in this study was composed of three (3) parts: profile of the respondents, clinical supervision scale, and teachers' teaching proficiency scale. The statistical methods used in this study were the frequency count, percent, weighted mean, Mann-Whitney U Test, Kruskal-Wallis H Test, Post Hoc Analysis using Tukey's test, and the Spearman Rank-Order Correlation Coefficient.

## III. Results and Discussion

**Table 1**

*Summary of the Level of Clinical Supervision Skills of School Heads*

SCHOOL HEADS						
Indicators	Zamboanga del Norte		Dipolog City		Dapitan City	
	Mean	Level/ Interpretation	Mean	Level/ Interpretation	Mean	Level/ Interpretation
Pre-conference	3.23	Much Skillful/ Satisfactory	3.31	Much Skillful/ Satisfactory	3.32	Much Skillful/ Satisfactory
Observation	2.97	Much Skillful/ Satisfactory	2.99	Much Skillful/ Satisfactory	3.04	Much Skillful/ Satisfactory
Data Analysis/ Evaluation	2.79	Much Skillful/ Satisfactory	2.86	Much Skillful/ Satisfactory	2.86	Much Skillful/ Satisfactory
Post-conference/ Feedback	3.47	Very Much Skillful/ Very Satisfactory	3.51	Very Much Skillful/ Very Satisfactory	3.44	Very Much Skillful/ Very Satisfactory
Post Mortem	2.85	Much Skillful/ Satisfactory	2.91	Much Skillful/ Satisfactory	2.91	Much Skillful/ Satisfactory
<b>Overall Mean</b>	<b>3.06</b>	Much Skillful/ Satisfactory	<b>3.12</b>	Much Skillful/ Satisfactory	<b>3.11</b>	Much Skillful/ Satisfactory



<b>TEACHERS</b>						
<b>Indicators</b>	<b>Zamboanga del Norte</b>		<b>Dipolog City</b>		<b>Dapitan City</b>	
	<b>Mean</b>	<b>Level/ Interpretation</b>	<b>Mean</b>	<b>Level/ Interpretation</b>	<b>Mean</b>	<b>Level/ Interpretation</b>
Pre-conference	2.34	Less Skillful/ Fair	2.41	Less Skillful/ Fair	2.45	Less Skillful/ Fair
Observation	1.92	Less Skillful/ Fair	2.01	Less Skillful/ Fair	2.16	Less Skillful/ Fair
Data Analysis/ Evaluation	2.87	Very Much Skillful/ Very Satisfactory	2.86	Very Much Skillful/ Very Satisfactory	2.89	Very Much Skillful/ Very Satisfactory
Post-conference/ Feedback	3.09	Very Much Skillful/ Very Satisfactory	3.12	Very Much Skillful/ Very Satisfactory	3.13	Very Much Skillful/ Very Satisfactory
Post Mortem	2.25	Less Skillful/ Fair	2.31	Less Skillful/ Fair	2.33	Less Skillful/ Fair
<b>Overall Mean</b>	<b>2.49</b>	Less Skillful/ Fair	<b>2.54</b>	Much Skillful/ Satisfactory	<b>2.59</b>	Much Skillful/ Satisfactory

Table 1 presents the summary of the level of school heads' clinical supervision skills. In totality, the collective ratings of the school heads themselves and the teachers which described school heads' clinical supervision skills as "much skillful" disclosed that school heads were bestowed with clear, definite information and skills necessary for performing the role of a school head. It means that school heads have the practices designed to improve the teachers' teaching proficiency. It implies that the observation and monitoring of teachers are appropriately structured by the skillful school heads to explore and enhance teachers' proficiency in knowledge, skills, and attitudes essential to effective teaching performance.

Kelchner (2011) asserted that to structure quality school supervision and management, supervision skills and managerial practice standards should be explored by school heads to provide developmental pathways for head teachers and school principals to augment and purify their skills.

**Table 2**
*Summary of the Level of Teachers' Teaching Proficiency*

SCHOOL HEADS						
Indicators	Zamboanga del Norte		Dipolog City		Dapitan City	
	Mean	Level/ Interpretation	Mean	Level/ Interpretation	Mean	Level/ Interpretation
Content Knowledge & Pedagogy	2.30	Proficient	2.28	Proficient	2.37	Proficient
Learning Environment	2.76	Highly Proficient	2.75	Highly Proficient	2.80	Highly Proficient
Diversity of Learners	2.24	Proficient	2.26	Proficient	2.30	Proficient
Curriculum & Planning	1.95	Proficient	2.03	Proficient	2.10	Proficient
Assessment & Reporting	2.52	Highly Proficient	2.49	Proficient	2.58	Highly Proficient
Community Linkages & Professional Engagement	2.71	Highly Proficient	2.73	Highly Proficient	2.74	Highly Proficient
Personal Growth & Professional Development	2.26	Proficient	2.31	Proficient	2.37	Proficient
<b>Overall Mean</b>	<b>2.39</b>	<b>Proficient</b>	<b>2.41</b>	<b>Proficient</b>	<b>2.47</b>	<b>Proficient</b>
TEACHERS						
Indicators	Zamboanga del Norte		Dipolog City		Dapitan City	
	Mean	Level/ Interpretation	Mean	Level/ Interpretation	Mean	Level/ Interpretation
Content Knowledge & Pedagogy	2.85	Highly Proficient	2.89	Highly Proficient	3.09	Highly Proficient
Learning Environment	2.72	Highly Proficient	2.71	Highly Proficient	2.77	Highly Proficient
Diversity of Learners	2.27	Proficient	2.32	Proficient	2.37	Proficient
Curriculum & Planning	2.18	Proficient	2.22	Proficient	2.27	Proficient
Assessment & Reporting	2.57	Highly Proficient	2.58	Highly Proficient	2.59	Highly Proficient
Community Linkages & Professional Engagement	2.73	Highly Proficient	2.75	Highly Proficient	2.81	Highly Proficient
Personal Growth & Professional Development	2.34	Proficient	2.30	Proficient	2.36	Proficient
<b>Overall Mean</b>	<b>2.52</b>	<b>Highly Proficient</b>	<b>2.54</b>	<b>Highly Proficient</b>	<b>2.61</b>	<b>Highly Proficient</b>

The summary table 2 of the level of the teachers' teaching proficiency is presented in Table 28. In totality, the table exposes that the teachers in Zamboanga del Norte, Dipolog City, and Dapitan City were highly proficient based on the Philippine Professional Standards for Teachers (PPST) as perceived by the teachers. Although the school heads disclosed that the teachers were only proficient along with these standards, it means that the teachers manifest increasing levels of knowledge, practice, and professional engagement. At the same time, they allow for growing

understanding, apply with increasing sophistication across a broader and more complex range of teaching/learning situations.

The present finding is corroborated by Bagarinao (2016) that teachers in the Divisions of Zamboanga del Norte and Dapitan City were “highly proficient” in their performance in school. It supports the notion that the transformative power of a proficient teacher is experienced and understood on a personal level (Tanguihan, 2018).

Cardeño (2015) also substantiated the present finding, whose study found out that teachers in the Divisions of Zamboanga del Norte and Dapitan City were much effective in terms of instructional competence; school, home, and community linkages; and personal, social growth, and professional characteristics.

*The classification, analysis, and interpretations of the gathered data revealed the following results:*

1. (A) 60 percent of the school heads from Dapitan City, about 66 percent from Zamboanga del Norte (65.6%), and about 55 percent Dipolog City (54.5%) were females while about 60 percent of the teachers from Dapitan City (59.4%), about 66 percent from Zamboanga del Norte (65.9%), and about 58 percent from Dipolog City (57.5%) were females; (B) all surveyed school heads from Dapitan City and Dipolog City served the division for more than 15 years and about 60 percent from Zamboanga del Norte (59.4%) served for more than 15 years while about 70 percent of the teachers from Zamboanga del Norte (69.8%), about 83 percent from Dipolog City (82.5%), and 100 percent from Dapitan City were in the service for more than 10 years; (C) about 70 percent of the school heads from Zamboanga del Norte (69.6%) and all of the surveyed school heads in Dipolog and Dapitan Cities attended more than 10 times in seminars/training while more than 50 percent of the teachers from Zamboanga del Norte (50.7%), about 50 percent from Dipolog City (47.5%), and more than 40 percent from Dapitan City (40.6%) had attended seminars and training for 6 to 10 times, which constituted the most significant proportion of teachers belonging to the bracket; (D) about 70 percent of the school heads from Zamboanga del Norte (69.6%), about 64 percent from Dipolog City (63.7%), and 80 percent from Dapitan City completed graduate education while more than 50 percent from Zamboanga del Norte (58.3%), about 68 percent from Dipolog City (67.5%), and 75 percent from Dapitan City had entered into the graduate education.
2. School heads in Zamboanga del Norte, Dipolog City, and Dapitan City indicated that they were much skillful in clinical supervision. On the contrary, however, teachers rated them less skilled.
3. There were no significant differences in the level of clinical supervision skills of school heads when they were grouped according to sex, length of service, the number of seminars/training attended, and educational qualification.

4. Teachers in the divisions of Zamboanga del Norte, Dipolog City, and Dapitan City were highly proficient in their teaching performance based on the Philippine Professional Standards for Teachers (PPST).
5. There were no significant differences in teachers' teaching proficiency when they were grouped according to sex, length of service, the number of seminars/training attended, and educational qualification.
6. Pupils across the divisions of Zamboanga del Norte, Dipolog City, and Dapitan City obtained average mastery learning performance in the National Achievement Test (NAT).
7. The level of school heads' clinical supervision skills in Zamboanga del Norte, Dipolog City, and Dapitan City was highly and positively correlated with and significantly related to teachers' teaching proficiency.
8. The level of school heads' clinical supervision skills in Zamboanga del Norte, Dipolog City, and Dapitan City was highly and positively correlated with and significantly related to pupils' mastery learning performance.

#### **IV. Conclusion**

The collective ratings of the school heads themselves and the teachers, which described school heads' clinical supervision skills as "much skillful," conclude that school heads are bestowed with clear, definite information and skills necessary for performing the role of a school head. Consequently, the observation and monitoring of teachers are appropriately structured by the skillful school heads to explore and enhance teachers' proficiency in knowledge, skills, and attitudes essential to effective teaching performance. Teachers have a growing understanding and can apply with increasing sophistication across a broader and more complex range of teaching and learning situations. Furthermore, they make a difference in their instructional functions, honing the pupils with the necessary skills and abilities needed in the 21st century.

#### **V. Recommendations**

After a thorough examination of the findings and conclusions, the following recommendations are given:

1. That school heads of the Divisions of Zamboanga del Norte, Dipolog City, and Dapitan City should keep abreast of the current trends in clinical supervision to enhance their productivity and effectiveness in carrying out their supervisory duties, functions, and responsibilities.
2. That supervision skills and managerial practice standards should be explored among school heads to structure quality school supervision and management to provide developmental pathways to augment and purify their skills.

3. That teachers of the Divisions of Zamboanga del Norte, Dipolog City, and Dapitan City should remain open to school supervision and management changes. However, they should trail further their practices to reflect the number of additional avenues by which teaching proficiency can significantly translate the mastery learning performance among the pupils and the standards of the Department of Education.

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**AUTHOR'S PROFILE****Ricardo A. Dagpin, EMD**

The author is born on December 27, 1968 at Dapitan City, Zamboanga del Norte. He is a husband to his wife Elena R. Dagpin, and a father to his two daughters Ann Mariel R. Dagpin and Niña Marice R. Dagpin. He is currently residing at Dipolog City, Zamboanga del Norte where he grew up and studied. He finished his elementary education at Turno Elementary School, Dipolog City in 1984 and went to Zamboanga del Norte National High School, Dipolog City where he finished his secondary education in the year 1988. He took his college, graduate, and post graduate degree at Saint Vincent's College Incorporated, Dipolog City. He finished Bachelor of Science in Elementary Education Major in English in 1995, Master of Arts in Education (MaEd) in 2010, and Doctor in Educational Management (E.M.D.) in 2021, respectively.

The author passed the Licensure Examination for Teachers on August 1997. He has been in service for almost 22 years since 1999. Most of his teaching assignments were located in the remote and rural barrios of Dipolog City, Zamboanga del Norte. Initially, he was assigned at Virginia Elementary School, Diwan, Dipolog City, Zamboanga del Norte from 1999 to 2001. Successively, in 2001, he was transferred to San Jose Elementary School, Dipolog City where he served until 2007. Then, from 2007 to 2010, he was assigned to teach at Saint John Elementary School Dicayas, Dipolog City. Subsequently, he was assigned at Guinsangaan Elementary School, Diwan, Dipolog City where he served as Head Teacher I from 2010 to 2016. Currently, he is serving as an Assistant Principal at Sta. Filomena Integrated School, Dipolog City from 2016 to present.