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# Instructional Supervision Techniques of School Administrator in Enhancing Teachers' Competency in Differentiated Instruction

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## ABSTRACT

This study determines the significant relationship between the extent of instructional supervision techniques of school administrator in enhancing teachers' competency in differentiated instructions in terms of instructional delivery, classroom management, assessment and personal competencies. The locale of the study is in ACLC College of Ormoc City with fifty-nine (59) full-time teachers, and 1 school administrator involved in the study. The instruments used in the study is taken from the study of Chidi & Victor (2017) in their study on "Principal's Supervisory Techniques as Correlates of Teacher's Job Performance in Secondary Schools in Ebonyi State, Nigeria" and Asis et al. (2022) in their study on "Instructional Competence of Public Secondary School Teachers in the District of Naic: Basis for Instructional Enhancement program". The findings of the study revealed a significant relationship between the instructional supervision techniques employed by school heads and the level of instructional competence in differentiated instruction across key areas, including instructional delivery, classroom management, assessment, and personal competencies of teachers. School heads and teachers should establish clear, measurable goals for improving instructional competence, focusing on differentiated instruction across all domains.

**Keywords —** *Instructional Supervision Techniques, School Administrator, Teachers' Competency, Differentiated Instruction*

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## I. INTRODUCTION

The Philippine basic education curriculum introduces the K to 12 programs, which aims to produce globally competitive graduates and adequately prepare them for the world of work and entrepreneurship. To achieve this aim, the K to 12 programs provide competencies that may help the students focus and master certain concepts, skills, and values suited to their level of understanding. It also gives the students enough time to master the lessons that are needed for the next level (Gamayaw & Binas, 2021). Hence, teachers must possess the wide array of competencies especially in teaching using differentiated instructions.

Today, educational institutions are expected to produce graduates that possess the twenty-first century skills which refer to the core competencies of collaboration, critical thinking, digital literacy, and problem-solving. As such, educational institutions need to create an academic environment that will foster the development of these competencies in students. This entails more than the improvement of physical and information technology infrastructure but also the competencies of the workforce, its teachers. The teacher is among the most dominant variables that affect student outcomes, thus, to improve the achievement of students, it is important to improve the competence of teachers and one of the significant mechanisms in achieving this is through an instructional supervision program (Maisyaroh, Hardika, Valdez, Solaiman & Canapi, 2018).

Instructional supervision is an important tool for schools as it helps them in ensuring that their vision and mission are achieved by supervising, training, and empowering teachers so that they can create valuable experiences for their students. It is a form of educational supervision undertaken to achieve the following objectives (Jared, 2011): (1) to provide objective feedback to teachers; (2) to diagnose and solve teaching problems; (3) to help teachers develop their strategies and skills; (4) to evaluate teachers for promotions or appointments; and (5) to help teachers maintain a positive attitude.

Instructional supervision, when undertaken by the principal, focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development (Sergiovanni & Starratt cited in Chen, 2018). Instructional supervisor uses varied techniques in conducting classroom observation. This technique will capture the needs of the teachers in teaching which will result in positive learning outcomes for the students. When teachers are used to accepting instructional supervisors in the classroom for observations, appropriate technical assistance will be provided to them thus improving their teaching competencies. Hence, it is in this premise that the researcher decided to conduct this study to determine the significant relationship between the extent of instructional supervision techniques of school administrator for enhancing teacher competency in differentiated instructions. A proposed instructional supervision plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit himself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the extent of instructional supervision techniques of school administrator in enhancing teachers' competency in differentiated instructions in ACLC College of Ormoc City. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of instructional supervision techniques employed by the school administrator while conducting instructional supervision activities in terms of the following:
  - i. classroom visitation technique
  - ii. workshop technique, and
  - iii. demonstration technique?
2. What is the level of instructional competence of teachers in teaching using differentiated instruction in terms of the following:
  - 2.1 instructional delivery
  - 2.2 classroom management
  - 2.3 assessment, and
  - 2.4 personal competencies?
3. Is there a significant relationship between the extent of instructional supervision techniques of school administrator and competency of teachers in differentiated instructions?
4. What instructional supervision plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study adopted a descriptive-correlational research design to explore the relationship between the extent of instructional supervision techniques of school administrator for enhancing teacher competency in differentiated instructions. The study was conducted in ACLC College of Ormoc City where it stands as a comprehensive and dynamic research environment, supporting a wide range of educational programs from senior high school to technical and vocational education and training (TVET), as well as undergraduate courses. The institution is committed to providing quality education through robust academic offerings, state-of-the-art facilities, and a dedicated faculty. There are fifty-nine (59) full-time teachers, and 1 school head involved in the study. It utilizes two different surveys. Part 1 of the instruments is a survey to determine the extent of instructional supervision techniques of school heads in terms of classroom observation technique, workshop technique and demonstration technique. The survey is used by Chidi & Victor (2017) in their study on “Principal’s Supervisory Techniques as Correlates of Teacher’s Job Performance in Secondary Schools in Ebonyi State, Nigeria”. This is composed of 15-items which can be answered using a Five-Point Likert Scale where 5 means Strongly Agree, 4 means Agree, 3 means Moderately Agree, 2 means Disagree and 1 means Strongly Disagree. This will be used by teachers to rate the instructional techniques employed by their school heads in conducting instructional supervision. While Part 2 of the instrument is also a survey which describes the level of instructional competency of teachers in differentiated instructions in terms of instructional delivery, classroom management, assessment and personal competencies. The survey was used by Asis et al. (2022) in their study on “Instructional Competence of Public Secondary School Teachers in the District of Naic: Basis for Instructional Enhancement program”. The survey is composed of 40-items indicators and can be answered using a Five-Point Likert Scale where 5 means Very Highly Competent, 4 means Highly Competent, 3 means Moderately Competent, 2 means Competent, and 1 means Not Competent. The teachers will be rated by their school heads during instructional observation conducted. This research aims to understand how these instructional techniques of the school head assist teachers in enhancing their competencies in differentiated instruction in ACLC College of Ormoc City.

**Sampling.** The respondents of this study were fifty-nine (59) full-time teachers, and 1 school administrator. Complete enumeration was employed in choosing the respondents of the study.

**Research Procedure.** After obtaining research approval, data collection commenced. Letters requesting study approval were submitted to relevant authorities. Initially, a request letter was sent to the School Director of ACLC College of Ormoc City Inc., for permission to proceed with data collection from identified respondents. Following approval from the School Director, permission letters were sent to the Senior High School Coordinator and the Dean of College. The Senior High School Coordinator served as a respondent in the study, representing the administrative perspective. Upon receiving all necessary approvals, the researcher proceeded with data gathering activities. An orientation session was conducted for the respondents, and their consent through permits was obtained to participate in the study. Subsequently, survey questionnaires were distributed, and the researcher guided the respondents in completing them. The respondents were given ample time to complete the survey before it was collected. After the survey phase, data were collected, tallied, and submitted for statistical analysis.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents’ names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of instructional supervision techniques of

school administrator and instructional competency of teachers in differentiated instructions. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

### III. RESULTS AND DISCUSSION

**Table 1**

**Extent of Instructional Supervision Techniques of School Administrator**

<b>A</b>	<b>Classroom Visitation Technique</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	Classroom visitation makes teachers to plan lesson before coming for instructional delivery in my school.	4.32	Strongly Agree	Very High
2	It encourages teachers to apply appropriate instructional methodology in class in my school.	4.28	Strongly Agree	Very High
3	Classroom visitations assist teachers to employ instructional aides while teaching in my school	4.26	Strongly Agree	Very High
4	Classroom visitation technique help teachers to improve in classroom management in my school	4.22	Strongly Agree	Very High
5	It provides avenue for principals to identify teachers' areas of weakness in my school	4.29	Strongly Agree	Very High
	<b>AVERAGE</b>	<b>4.27</b>	<b>Strongly Agree</b>	<b>Very High</b>
<b>B</b>	<b>Workshop Technique</b>			
6	Workshop improves teachers' knowledge, skills and enhances teachers job performance in my school	3.56	Agree	High
7	Proper conduct of workshop assists teachers to acquire new ideas and be innovative in teaching and learning in my school	4.10	Agree	High
8	Workshop furnishes and equip teachers with necessary information and strategies for instructional improvement in my school	4.00	Agree	High
9	Lack of opportunities to attend workshop lowers teachers' morale in my school	3.92	Agree	High
10	Workshop helps teachers to acquire new ideas that helps them to improve in instructional delivery in my school	3.98	Agree	High
	<b>AVERAGE</b>	<b>3.91</b>	<b>Agree</b>	<b>High</b>
<b>C</b>	<b>Demonstration Technique</b>			
11	Demonstration technique provides teachers an opportunity to learn teaching methodology in my school	3.75	Agree	High

12	It helps teachers to utilize instructional materials effectively and efficiently during instructional delivery in my school.	3.72	Agree	High
13	Demonstrations technique helps teachers to acquire new teaching skills and talents in my school.	3.67	Agree	High
14	It provides model instructional technique to inexperience teachers thus enhances their instructional delivery in my school.	3.56	Agree	High
15	Demonstration technique offers skills required in carrying out teachers' roles, responsibilities and improve their competency when it involves innovation.	3.45	Agree	High
	<b>AVERAGE</b>	<b>3.63</b>	<b>Agree</b>	<b>High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	<i>Strongly Agree</i>	<i>Very High</i>
3.21-4.20	<i>Agree</i>	<i>High</i>
2.61-3.40	<i>Moderately Agree</i>	<i>Average</i>
1.81-2.60	<i>Disagree</i>	<i>Low</i>
1.00-1.80	<i>Strongly Disagree</i>	<i>Very Low</i>

Table 1 evaluates extent of instructional supervision techniques employed by the school administrator while conducting instructional supervision activities in terms of classroom visitation technique, workshop technique and demonstration technique. The table shows the extent of instructional supervision techniques employed by the school administrator while conducting instructional supervision activities in classroom visitation technique received 4.27 weighted mean which is interpreted as "Very High". The data suggests a strong commitment of school administrator to instructional supervision. This implies that school administrator who engage in frequent classroom visitation are likely to provide direct support and feedback to teachers, fostering an environment of continuous improvement in teaching practices. This technique allows school administrator to identify areas where teachers may need additional support or resources, leading to targeted professional development opportunities to attain teacher effectiveness. Further, the table also evaluates the extent of instructional supervision techniques employed by the school administrator while conducting instructional supervision activities in terms of workshop techniques which received a weighted mean of 3.91 which is interpreted as "High". The data describes that school administrator must prioritize professional development of teachers as a key component of instructional improvement which leads to enhance knowledge and skills of teachers. This suggests school administrator to provide structured training sessions which may impact quality of instruction which can in turn positively influence student learning outcomes. Finally, the data also evaluates the extent of instructional supervision techniques employed by the school administrator while conducting instructional supervision activities in terms of demonstration technique which received a weighted mean of 3.63 which is interpreted as "High". The use of demonstration techniques during instructional supervision conducted by school administrator to teachers suggest that school administrator are modeling effective instructional methods directly to teachers. This hands-on approach allows teachers to observe best practices in real time, which can be particularly impactful in helping them refine their own teaching methods. This implies that school administrator believe in the importance of showing rather than just telling, leading to practical, observable improvements in teaching practice.

**Table 2-A**
**Level of Instructional Competence of Teachers in terms of Instructional Delivery**

<b>A</b>	<b>Instructional Delivery</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	States clearly the lesson objectives and demonstrates mastery of the subject matter.	4.44	Very Highly Competent
2	Presents topic in logical sequence and paces lesson appropriately	4.32	Very Highly Competent
3	Stress mastery of competencies relevant to the curriculum guide	4.29	Very Highly Competent
4	Selects examples relevant to student experiences and make connections to a real-world context	4.23	Very Highly Competent
5	Shares thought-provoking questions in teaching.	4.44	Very Highly Competent
6	Embeds and encourages higher-order thinking skills along with teaching foundation skills.	4.28	Very Highly Competent
7	Incorporates various teaching aids like models, diagrams, PowerPoint, etc.	3.98	Highly Competent
8	Selects teaching methods appropriate to the content standards.	3.95	Highly Competent
9	Uses relevant teaching strategy to meet learning competencies.	3.96	Highly Competent
10	Demonstrates the successful use of the knowledge/ skills in problem-solving through modeling.	3.94	Highly Competent
11	Provides individual opportunities for acquiring the knowledge/skills.	3.94	Highly Competent
	<b>AVERAGE</b>	<b>4.16</b>	<b>Highly Competent</b>

**Legend:**

<b>RANGES</b>	<b>INTERPRETATION</b>
4.21-5.00	Very Highly Competent
3.21-4.20	Highly Competent
2.61-3.40	Moderately Competent
1.81-2.60	Competent
1.00-1.80	Not Competent

Table 2-A evaluates the level of instructional competence of teachers in teaching using differentiated instruction in terms of instructional delivery which received an average weighted mean of 4.16 which is interpreted as "Highly Competent". The data reflects the effectiveness of teachers in teaching. When teachers exhibited high instructional competence, it suggests that they are well-equipped with the necessary pedagogical skills and knowledge to deliver content effectively. They can also engage students more effectively, adapt their teaching strategies to meet diverse learning needs, and foster an inclusive classroom environment. Consequently, this can lead to improved student

performance, higher engagement levels, and better retention of information. This implies a positive indicator of their ability to enhance learning experiences.

**Table 2-B**

**Level of Instructional Competence of Teachers in terms of Classroom Management**

<b>B</b>	<b>Classroom Management</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Maintains discipline and control.	3.86	Highly Competent
2	Creates warm and welcoming room by proper positioning of chairs, displays and equipment.	5.00	Very Highly Competent
3	Shows systematic routine work/s.	4.10	Highly Competent
4	Develops classroom rules that foster respect, caring and community in the classroom.	4.24	Very Highly Competent
5	Makes expectations for behavior clear at the beginning of the school year.	5.00	Very Highly Competent
6	Keeps the class in order by staying on time and on task.	5.00	Very Highly Competent
7	Have a regular daily schedule to helps the pupils prepare for the upcoming activities.	4.35	Very Highly Competent
8	Set boundaries and expectations at the beginning of the class.	5.00	Very Highly Competent
9	Involves parents and guardians in classroom discipline.	5.00	Very Highly Competent
	<b>AVERAGE</b>	<b>4.62</b>	<b>Very Highly Competent</b>

**Legend:**

<b>RANGES</b>	<b>INTERPRETATION</b>
4.21-5.00	<i>Very Highly Competent</i>
3.21-4.20	<i>Highly Competent</i>
2.61-3.40	<i>Moderately Competent</i>
1.81-2.60	<i>Competent</i>
1.00-1.80	<i>Not Competent</i>

The survey results presented in Table 2-B indicating an average weighted mean of 4.62 for teachers' instructional competence in employing differentiated instruction for classroom management suggest a classification of "Very Highly Competent." This finding can be analyzed from several significant perspectives. Firstly, a mean score of 4.62 underscores that teachers possess a robust understanding of differentiated instruction techniques and their application within classroom management contexts. Such competence is crucial, as it indicates that educators are not only aware of diverse learning styles and needs but are also adept at adapting their instructional strategies accordingly. This adaptability is essential in fostering an inclusive environment where all students feel engaged and supported. Additionally, this high level of competence in differentiated instruction suggests that teachers effectively employ a variety of strategies, such as modifying content, adjusting teaching methods, and providing varied assessments to cater to individual student needs. This approach enhances student learning and fosters autonomy, as students are more inclined to take ownership of their educational journeys when their unique needs are recognized. Furthermore, the focus on classroom management through differentiated instruction implies that teachers are skilled at maintaining an organized and responsive classroom

environment. Effective classroom management is associated with positive student behavior and engagement, which is further supported by differentiation that accommodates students' individual paces and interests.

**Table 2-C**

**Level of Instructional Competence of Teachers in terms of Assessment**

<b>C</b>	<b>Assessment</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Uses informal assessment that is aligned with the content standards.	4.44	Very Highly Competent
2	Measures the performance abilities and skills of learners.	3.89	Highly Competent
3	Assesses written works of learners.	3.88	Highly Competent
4	Recognizes the results of assessment to track pupil's progress.	3.67	Highly Competent
5	Gathers evidence on student learning that informs instructional decisions.	3.59	Highly Competent
6	Assesses learning to monitor students on a day-to-day basis.	3.65	Highly Competent
7	Provide learners the ability to track their educational goals.	3.90	Highly Competent
8	Gather information about the various learning styles of learners in the classroom.	3.93	Highly Competent
9	Integrate assessment into the process of teaching and learning.	5.00	Very Highly Competent
10	Supports pupils' self-regulation.	4.43	Very Highly Competent
	<b>AVERAGE</b>	<b>4.04</b>	<b>Highly Competent</b>

**Legend:**

<b>RANGES</b>	<b>INTERPRETATION</b>
4.21-5.00	Very Highly Competent
3.21-4.20	Highly Competent
2.61-3.40	Moderately Competent
1.81-2.60	Competent
1.00-1.80	Not Competent

The survey results presented in Table 2-C indicate an average weighted mean of 4.04 for teachers' instructional competence in using differentiated instruction for assessment, classified as "Highly Competent." This score reflects teachers' solid understanding of how to effectively implement various assessment techniques tailored to meet diverse student needs. This suggests that educators are adept at employing diverse assessment methods, such as formative assessments and project-based evaluations, allowing for a comprehensive measurement of student learning. This approach fosters an inclusive environment, ensuring that all students can demonstrate their understanding. However, there remain opportunities for growth. Ongoing professional development in advanced differentiation techniques could further enhance teachers' skills. Additionally, incorporating student feedback into the assessment process might provide valuable insights into the effectiveness of these differentiation efforts. This implies teachers' commendable competence in differentiated assessment, emphasizing their ability to cater to diverse learning needs.



**Table 2-D**
**Level of Instructional Competence of Teachers in terms of Personal Competencies**

<b>D</b>	<b>Personal Competencies</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Avoids any form of discrimination towards students, parents, or colleagues.	4.41	Very Highly Competent
2	Establishes height but achievable expectations to encourage a love for learning.	4.39	Very Highly Competent
3	Responds to students' requests promptly and to treat all students with respect.	4.28	Very Highly Competent
4	Shows a feeling of responsibility towards the pupils.	4.37	Very Highly Competent
5	Have a sense of responsibility and be a contributor towards the students' growth.	4.31	Very Highly Competent
6	To have a sympathetic attitude toward students	4.33	Very Highly Competent
7	Exhibits sensitivity to gender and cultural differences and learners with special needs	5.00	Very Highly Competent
8	Responds appropriately in a non-threatening and proactive learning environment	4.28	Very Highly Competent
9	Being flexible and capable of adjusting to novel situations	4.30	Very Highly Competent
10	Collaborate with the members of the teaching staff in the functional activities	4.43	Very Highly Competent
	<b>AVERAGE</b>	<b>4.41</b>	<b>Very Highly Competent</b>

**Legend:**

<b>RANGES</b>	<b>INTERPRETATION</b>
4.21-5.00	Very Highly Competent
3.21-4.20	Highly Competent
2.61-3.40	Moderately Competent
1.81-2.60	Competent
1.00-1.80	Not Competent

The survey results presented in Table 2-D showing an average weighted mean of 4.41 for teachers' instructional competence in using differentiated instruction related to personal competencies indicate a classification of "Very Highly Competent." This score reflects teachers' strong abilities in leveraging their personal strengths to enhance student learning. This suggests that teachers possess high self-awareness and adaptability, essential traits for effective differentiation. Skills such as communication, empathy, and reflection enable teachers to connect with students individually, recognize their specific needs, and adjust their teaching methods accordingly to attain educational goals. This fosters a positive classroom atmosphere that encourages engagement and supports diverse learning styles. This result underscores the crucial role of interpersonal skills in creating an inclusive learning environment, with future efforts focused on enhancing these competencies through targeted development.

**Table 3**  
**Test of Relationships**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>Instructional Supervision Techniques vs Instructional Delivery</b>	0.62	0.402	0.342	Reject Ho	Significant Relationship (Moderate)
<b>Instructional Supervision Techniques vs Classroom Management</b>	0.90	0.591	0.342	Reject Ho	Significant Relationship (Very Strong)
<b>Instructional Supervision Techniques vs Assessment</b>	0.61	0.411	0.342	Reject Ho	Significant Relationship (Moderate)
<b>Instructional Supervision Techniques vs Personal Competencies</b>	0.89	0.544	0.342	Reject Ho	Significant Relationship (Very Strong)

Table 3 presents the results of tests examining the relationships between extent of instructional supervision techniques of school administrator and level of instructional competence of teachers in teaching using differentiated instruction in terms of instructional delivery, classroom management, assessment and personal competencies. The correlation coefficient ( $r=0.62$ ) shows moderately positive significant on the level of instructional competence of teachers in instructional delivery. The computed value or t of 0.402 which exceeded the critical table value of 0.342 at a significance level of 0.05, leading to the rejection of the null hypothesis ( $H_0$ ) and confirming a statistically significant relationship between the extent of instructional supervision techniques of school administrator and competency of teachers in differentiated instruction in terms of instructional delivery. This means that as the effectiveness of supervision increases, so does the teachers' competence in delivering differentiated instruction. Effective instructional supervision of school administrator may include techniques such as regular feedback, professional development, collaborative teaching strategies, and mentorship. The significant relationship implies that when school administrator employs these techniques, it likely leads to improved instructional delivery by teachers. This implies that schools should prioritize the training and development of school administrator in effective instructional supervision techniques. This can help foster a supportive environment where teachers feel guided and empowered to enhance their instructional practices. Given the specific focus on differentiated instruction, training should not only target teachers but also equip school administrator with strategies to effectively support diverse teaching needs. The importance of effective instructional supervision as a vital factor in enhancing teachers' instructional competence. Addressing this relationship can lead to more effective teaching practices and better educational experiences for students.

Further, the data presented suggest a very strong significant relationship between the level of instructional competence of teachers, particularly in classroom management, and the techniques of instructional supervision employed by school administrator. With a correlation coefficient ( $r = 0.90$ ), this indicates that as the effectiveness of the school

administrator's supervision techniques improves, so does the instructional competence of teachers within the domain of classroom management. The computed t-value of 0.591, which exceeds the critical table value of 0.342 at a significance level of 0.05, reinforces this finding. The rejection of the null hypothesis ( $H_0$ ) indicates that there is a statistically significant relationship between the two variables. Those in educational leadership positions should consider these results when developing and implementing supervisory strategies for teachers. The strong correlation underscores the importance of effective instructional supervision by school administrator. It suggests that when school administrator implement targeted supervision techniques, they can significantly enhance teachers' classroom management skills. This highlights the necessity for ongoing training for school administrator to utilize effective supervisory methods. Given that classroom management is critical for effective teaching, improving teachers' competencies in this area through effective supervision can ultimately enhance student engagement and learning outcomes. It presents a compelling case for prioritizing such collaborations between school heads and teachers.

Moreover, the correlation coefficient ( $r = 0.61$ ) reveals a moderately significant relationship between instructional supervision techniques used by school administrator and teachers' competencies in assessment of learning. The computed t-value of 0.411 exceeds the critical value of 0.342 at a significance level of 0.05, leading to the rejection of the null hypothesis ( $H_0$ ). This confirms a statistically significant link between effective instructional supervision and the ability of teachers to implement differentiated assessment practices. The moderate correlation suggests that while supervision positively influences assessment competencies, other factors may also contribute. School administrator can enhance teachers' assessment skills through focused feedback and resources. The results highlight the need for targeted professional development in assessment strategies. Strengthening teachers' skills in this area can foster differentiated instruction that meets diverse student needs. Effective assessment practices are crucial for improving student outcomes. By enhancing teacher competencies through structured supervision, schools can create meaningful learning experiences for students. School administrator should refine their instructional supervision approaches to capitalize on the opportunity to improve teacher assessment competencies, ultimately enhancing student learning experiences.

Finally, the correlation coefficient ( $r = 0.89$ ) indicates a very strong positive relationship between the instructional supervision techniques of school heads and the personal competencies of teachers. The computed t-value of 0.544 exceeds the critical value of 0.342 at a significance level of 0.05, leading to the rejection of the null hypothesis ( $H_0$ ). This confirms a statistically significant relationship between effective supervision and teachers' personal competencies in differentiated instruction. The result suggests that teachers' personal competencies—such as motivation and adaptability—are significantly influenced by the supervisory support they receive, emphasizing the critical role of school leaders. School administrator should implement supportive supervisory practices that focus on enhancing teachers' confidence and personal development, contributing to their overall effectiveness in the classroom. This highlights the need for professional development programs aimed at building personal competencies, such as resilience and interpersonal skills, to further enrich teachers' capabilities. Strengthening teachers' personal competencies through effective supervision can lead to enhanced educational outcomes for students, as well-prepared teachers better address diverse learning needs.

#### IV. CONCLUSIONS

The findings of the study revealed a significant relationship between the instructional supervision techniques employed by school administrator and the level of instructional competence in differentiated instruction across key areas, including instructional delivery, classroom management, assessment, and personal competencies of teachers. These results suggest that effective instructional supervision not only enhances teachers' pedagogical skills but also contributes to overall improvements in their teaching practices. School administrator who engages in supportive supervision have a positive impact on teachers' abilities to provide personalized instruction, manage classrooms effectively, assess student learning, and develop essential personal competencies. This highlights the critical role of proactive leadership in education. By prioritizing structured supervisory practices, school administrator can substantially improve teacher performance, ultimately leading to enhanced educational outcomes for students. Therefore, investing in effective instructional supervision is vital for developing a skilled teaching workforce capable of meeting diverse student needs.

## V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated to achieve the desired goal of the study.
2. School administrator should view themselves as instructional leaders who actively promote and model effective teaching practices. This includes regularly engaging with teachers to understand their needs and providing targeted support.
3. Implement supervision models that emphasize collaborative approaches, such as instructional coaching and peer mentoring. This fosters a non-threatening environment for teachers to improve their practice.
4. Establish a routine for constructive feedback that is specific and actionable. School administrator should schedule regular one-on-one meetings that encourage dialogue about instructional strategies and areas for growth.
5. Organize regular professional development opportunities based on identified needs in instructional delivery, classroom management, assessment, and personal competencies. Tailored workshops and training sessions can effectively address these areas.
6. Teachers should regularly reflect on their instructional strategies and classroom management techniques. Keeping a reflective journal can help identify areas for improvement and track progress over time.
7. Encourage open lines of communication with school administrator and colleagues to receive constructive feedback on instructional practices. This will facilitate continuous improvement and foster professional growth.
8. Integrate differentiated instruction techniques into daily lessons. Experiment with various teaching methods and assessment strategies to meet the diverse needs of all students, and
9. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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