



## **Instructional Supervision, Teachers' Professional Competence, and Students' Achievement Amid Pandemic in SOCCSKSARGEN Region**

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### **Abstract**

In the midst of the pandemic in the SOCCSKSARGEN region where classes were interrupted, this study was conducted to ascertain the connections between instructional supervision, teacher competence, and student achievement. It is a quantitative study, and the data were analyzed using mean, standard deviation, ANOVA, and regression to produce accurate data analysis and interpretation. The questionnaires employed a 4-point Likert-type scale. The alpha level used to test hypotheses was 0.05. The respondents were chosen using cluster sampling. Most information required to address the specific research topics was gathered through survey questionnaires. Most of these instruments were modeled after ones that already existed. They were appropriately evaluated for validity as a result. This study included a number of regional logical clusters, including 23 internal supervisors - the school heads, and 852 teachers. Overall, the findings demonstrated that supervisory procedures do not influence teachers' professional competence or students' academic achievement in the area. The findings can help DepEd policymakers and school administrators select the best supervision approaches to improve teaching performance and make learners more globally competitive.

*Keywords: Instructional Supervision, professional, competence, achievements*