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Instructional Supervisory Practices, Curriculum Implementation Management, and Teachers' Instructional Competence in Public Elementary Schools: Basis for an Educational Management Framework

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Abstract

This study examined instructional supervisory practices, curriculum implementation management, and teachers' instructional competence in public elementary schools in Sipalay City, Negros Occidental, Philippines, as a basis for developing an Educational Management Framework. Anchored in the Instructional Leadership Model, Transformational Leadership Theory, and Philippine Professional Standards for Teachers, the study employed a quantitative descriptive-correlational design involving a specified sample of 55 teachers. A structured questionnaire using a five-point Likert scale covered instructional supervision, curriculum management, and instructional competence. Descriptive statistics, Pearson correlation, and multiple linear regression were used to examine the variables and their relationships. The reported results indicated high levels of instructional supervisory practices (M = 3.66), curriculum implementation management (M = 3.74), and teachers' instructional competence (M = 3.76). Significant positive relationships were reported between instructional supervision and instructional competence (r = .476) and between curriculum management and instructional competence (r = .599). Regression results identified curriculum implementation management as a significant predictor of instructional competence, explaining 38.2% of the variance jointly with instructional supervision. Areas requiring improvement included feedback and coaching, professional development, instructional resources, curriculum evaluation, and responsiveness to learner diversity. The proposed framework emphasizes coordinated instructional leadership, curriculum planning, professional collaboration, teacher development, and continuous evaluation. The study aligns with Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 16 (Peace, Justice and Strong Institutions). Its sustainability implications concern strengthening institutional accountability, professional competence, and continuous school improvement through coordinated educational management practices.

Keywords: Curriculum Management; Educational Leadership; Educational Management; Instructional Competence; Instructional Supervision; Professional Development; Sustainable Education

1. Introduction

Educational management plays a fundamental role in strengthening instructional quality, institutional effectiveness, and sustainable educational outcomes in public elementary schools. Effective school management requires the coordination of instructional supervision, curriculum implementation, professional development, and educational leadership to ensure that classroom practices remain aligned with educational standards and learners' needs. As educational systems respond to curriculum reforms, changing instructional demands, and increasing expectations for educational quality, school leaders are expected to provide instructional guidance, organizational support, and opportunities for continuous professional improvement. Grissom et al. (2021) identified instructional engagement, collaborative school environments, and strategic resource management as important dimensions of effective school leadership. Similarly, UNESCO (2024) emphasized the contribution of educational leadership to improving teaching and learning, while the Organisation for Economic Co-operation and Development (OECD, 2024) highlighted the importance of educational resources, learning environments, and institutional conditions in promoting educational equity and quality. These perspectives establish the importance of examining instructional supervisory practices and curriculum implementation management in relation to teachers' instructional competence. Within this context, the present study focused on public elementary schools in Sipalay City, Negros Occidental, Philippines, as the basis for developing an Educational Management Framework.

Instructional supervisory practices encompass instructional monitoring, classroom observation, feedback and coaching, professional development support, and instructional leadership. These practices enable school administrators to monitor teaching processes, identify instructional needs, and provide assistance that supports teachers' professional competence. Hallinger and Murphy (1985) established the Instructional Leadership Model, emphasizing the responsibilities of school leaders in defining educational goals, managing instructional programs, and promoting a positive learning environment. More recently, Hallinger et al. (2025) examined developments in instructional leadership research, reinforcing the continuing relevance of instructional guidance and instructional program management. Grissom et al. (2021) likewise identified principals' engagement with teachers around instruction as an important dimension of school leadership. Özdemir et al. (2024) further synthesized evidence concerning the relationship between school leadership and student achievement, highlighting the importance of examining leadership practices within broader educational processes. These studies suggest that instructional supervision should extend beyond administrative monitoring to include constructive feedback, professional collaboration, and sustained instructional improvement.

Curriculum implementation management constitutes another essential dimension of educational management because it involves curriculum planning, instructional resource allocation, implementation monitoring, teacher collaboration, and curriculum evaluation. Effective curriculum management supports the alignment of classroom instruction with learning standards while allowing schools to respond to differences in instructional needs and available resources. The OECD (2021) emphasized the importance of effective teaching practices and professional conditions across educational levels. Olmo-Extremera et al. (2024) examined leadership in elementary school professional learning communities and identified collaborative reflection, distributed responsibilities, and sustained professional engagement as important characteristics of effective professional collaboration. McLure and Aldridge (2023) examined the sustainability of educational reform implementation, emphasizing the importance of organizational conditions and coordinated improvement processes. These perspectives indicate that curriculum implementation management requires more than compliance with prescribed learning standards; it also involves school-level planning, resource coordination, professional collaboration, and continuous evaluation. Strengthening these processes may contribute to more consistent curriculum delivery and greater institutional capacity to respond to educational reforms.

Teachers' instructional competence is a multidimensional professional capability involving content knowledge, pedagogy, classroom management, curriculum planning, assessment practices, responsiveness to learner diversity, and continuing professional development. In the Philippine educational system, the Department of Education (2017) established the Philippine Professional Standards for Teachers to articulate expectations concerning professional knowledge, teaching practices, and professional growth. These standards provide an established basis for examining instructional competence across relevant teaching domains. Sims and Fletcher-Wood (2021) emphasized the importance of examining the characteristics of effective teacher professional development, while Ventista and Brown (2023) reviewed evidence concerning teachers' professional learning and its relationship with student learning outcomes. Salas-Rodríguez and Lara (2023) also examined collective teacher efficacy in primary schools, emphasizing the relevance of professional development and collaborative school environments. More recently, Fu et al. (2026) reviewed professional development approaches intended to strengthen inclusive pedagogical practices in mainstream schools. Collectively, these studies indicate that teachers' instructional

competence is influenced by professional learning opportunities, instructional support, collaborative practices, and the capacity to address diverse learner needs.

In the Philippines, educational management operates within national policies intended to strengthen curriculum quality, instructional effectiveness, and teacher professional competence. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, established the legal foundation for the enhanced basic education curriculum and emphasized the importance of relevant and responsive educational programs (Republic of the Philippines, 2013). The Department of Education (2024) subsequently issued policy guidelines for implementing the MATATAG Curriculum, reinforcing the importance of coordinated curriculum delivery and school-level implementation. At the international level, the OECD (2025) examined contemporary teaching conditions, professional development, and instructional practices, while UNESCO and the International Task Force on Teachers for Education 2030 (2024) emphasized the importance of strengthening the teaching profession through supportive policies and professional learning opportunities. The OECD (2024) further highlighted educational equity and institutional conditions as important considerations in education systems. These national and international developments provide a relevant context for examining instructional supervision, curriculum implementation management, and teachers' instructional competence within the Schools Division of Sipalay City, Negros Occidental. Understanding these dimensions may help identify educational management priorities appropriate to public elementary school settings.

The theoretical foundation of the study was anchored in the Instructional Leadership Model of Hallinger and Murphy (1985), Transformational Leadership Theory of Bass (1985), and the Philippine Professional Standards for Teachers established by the Department of Education (2017). The Instructional Leadership Model emphasizes defining school goals, managing instructional programs, and promoting a positive learning environment. Transformational Leadership Theory explains how leadership may support organizational improvement through shared goals, motivation, professional support, and individual development. The Philippine Professional Standards for Teachers provides the professional basis for examining instructional competence across established teaching domains. Contemporary research supports the relevance of these theoretical foundations. Hallinger et al. (2025) examined the development of instructional leadership research, while Özdemir et al. (2024) synthesized evidence concerning leadership and educational outcomes. Grissom et al. (2021) also emphasized the importance of instructional engagement and collaborative professional environments. Together, these theoretical and contemporary perspectives support the conceptualization of instructional supervisory practices and curriculum implementation management as explanatory variables associated with teachers' instructional competence.

Despite increasing attention to instructional leadership, curriculum management, and professional development, further investigation is necessary to understand their combined relationships within specific educational contexts. Grissom et al. (2021) synthesized research on principal effectiveness, while Hallinger et al. (2025) examined developments in instructional leadership research. Olmo-Extremera et al. (2024) highlighted the importance of sustainable professional learning communities, and McLure and Aldridge (2023) examined organizational conditions associated with sustaining educational reforms. Ventista and Brown (2023) investigated teachers' professional learning, while Salas-Rodríguez and Lara (2023) explored collective teacher efficacy and professional development in primary schools. Although these studies provide important evidence concerning educational leadership, organizational improvement, and teacher development, they do not directly establish the combined relationships among instructional supervisory practices, curriculum implementation management, and teachers' instructional competence in public elementary schools in Sipalay City. This contextual gap provides the rationale for examining the three variables within a quantitative descriptive-correlational framework. Specifically, the study aimed to determine the levels of instructional supervisory practices, curriculum implementation management, and teachers' instructional competence; identify areas requiring improvement; examine the relationships among the principal variables; and develop an Educational Management Framework based on the findings.

The study was aligned with the United Nations Sustainable Development Goals, particularly Sustainable Development Goal 4, which promotes inclusive and equitable quality education and lifelong learning opportunities, and Sustainable Development Goal 16, which emphasizes effective, accountable, and inclusive institutions (United Nations General Assembly, 2015). These goals highlight the importance of strengthening educational systems through effective leadership, professional competence, and institutional accountability. UNESCO (2024) emphasized educational leadership as an important component of improving teaching and learning, while UNESCO and the International Task Force on Teachers for Education 2030 (2024) identified the strengthening of the teaching profession as an essential priority for sustainable educational development. The OECD (2024) further highlighted educational equity as a major concern in improving learning opportunities. By examining management practices associated with instructional competence, the study contributes to understanding how school-level organizational processes may support teacher development, instructional quality, and sustainable educational improvement.

The significance of the study extends to educational administrators, school heads, teachers, curriculum coordinators, policymakers, and other stakeholders concerned with strengthening instructional quality and educational management. From an educational leadership perspective, the study provides a basis for identifying supervisory practices associated with teachers' instructional competence. From a curriculum management perspective, it examines planning, instructional resources, implementation monitoring, teacher collaboration, and curriculum evaluation as interconnected responsibilities supporting effective curriculum delivery. From a professional development perspective, it identifies areas in which teachers may benefit from instructional guidance, targeted professional learning, and collaborative support. The proposed Educational Management Framework integrates these dimensions into a coordinated approach emphasizing instructional supervision, curriculum implementation management, teacher professional development, and continuous evaluation. Through this multidisciplinary perspective, the study seeks to contribute to evidence-informed educational management, sustainable institutional improvement, and the strengthening of teaching and learning in public elementary schools in Sipalay City, Negros Occidental, Philippines.

2. Material and methods

2.1 Research Design

The study employed a quantitative descriptive-correlational research design to examine instructional supervisory practices, curriculum implementation management, and teachers' instructional competence in public elementary schools in Sipalay City, Negros Occidental, Philippines. Descriptive statistical analysis was used to determine the levels of the three variables, while Pearson's product-moment correlation was used to examine their relationships. Multiple linear regression was employed to assess the statistical contribution of instructional supervisory practices and curriculum implementation management to teachers' instructional competence. This design was appropriate for examining relationships among the variables without experimental manipulation.

2.2 Locale of the Study

The study was conducted within the context of public elementary schools in Sipalay City, Negros Occidental, Philippines. The research focused on instructional supervision, curriculum implementation management, and teachers' instructional competence within the administrative and educational environment of the Philippine public elementary school system. The Schools Division of Sipalay City served as the geographical and institutional setting of the study.

2.3 Respondents of the Study

The study involved 55 public elementary school teachers from Sipalay City, Negros Occidental, Philippines, who provided questionnaire responses. The respondents were classroom teachers whose professional responsibilities included instructional planning, curriculum implementation, classroom management, learning assessment, and related teaching activities. The questionnaire also covered demographic and professional characteristics, including age, sex, highest educational attainment, years of teaching experience, and participation in professional development activities.

2.4 Sample and Sampling Procedure

The study included 55 public elementary school teachers from the selected educational setting. The sampling framework described in the research was based on proportionate stratification by public elementary school, with the intended allocation determined using the formula $n_h = (N_h/N)n$, where n_h represented the sample allocation for each school, N_h represented the eligible teaching population of each school, N represented the total eligible teaching population, and n represented the overall sample size. The actual implementation of this sampling procedure requires confirmation through the school population figures and respondent selection records.

2.5 Research Instrument

The study utilized a structured questionnaire consisting of four sections: demographic characteristics, instructional supervisory practices, curriculum implementation management, and teachers' instructional competence. Instructional supervisory practices were assessed through instructional monitoring, classroom observation, feedback and coaching, professional development support, and instructional leadership. Curriculum implementation management was measured through curriculum planning, instructional resource management, implementation monitoring, teacher collaboration, and curriculum evaluation. Teachers' instructional competence was assessed through content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and professional growth and development, consistent with the relevant domains of the Philippine Professional Standards for Teachers (Department of Education, 2017).

The questionnaire employed a five-point Likert-type scale ranging from 1 to 5. Mean scores were interpreted using the following intervals: Very Low (1.00–1.80), Low (1.81–2.60), Moderate (2.61–3.40), High (3.41–4.20), and Very High (4.21–5.00). These intervals provided a consistent basis for interpreting the descriptive results across the principal variables.

2.6 Data Gathering Procedure

Questionnaire responses were collected from 55 public elementary school teachers in Sipalay City, Negros Occidental. The research instrument covered demographic characteristics and the indicators of instructional supervisory practices, curriculum implementation management, and teachers' instructional competence. The collected responses provided the basis for examining the levels of the three variables and their statistical relationships. The questionnaire data were organized according to the established measurement indicators and corresponding response scale for descriptive and inferential statistical analysis.

2.7 Data Analysis Techniques

The study employed descriptive and inferential statistical techniques. Frequency counts and percentages were used to summarize the demographic and professional characteristics of the respondents. Means and standard deviations were used to determine the levels of instructional supervisory practices, curriculum implementation management, and teachers' instructional competence. Pearson's product-moment correlation coefficient was used to examine the relationships among the principal variables. Multiple linear regression was employed to assess the statistical contribution of instructional supervisory practices and curriculum implementation management to teachers' instructional competence. The regression equation was expressed as $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$, where Y represented teachers' instructional competence, X_1 represented instructional supervisory practices, X_2 represented curriculum implementation management, β_0 represented the intercept, β_1 and β_2 represented regression coefficients, and ε represented the error term. The significance level was set at .05. The analysis focused on the direction and magnitude of relationships, regression coefficients, and overall model fit.

2.8 Ethical Considerations

The study concerned human participants and was guided by ethical principles involving informed consent, voluntary participation, confidentiality, and research integrity. The research involved non-invasive questionnaire-based assessments of instructional supervisory practices, curriculum implementation management, and teachers' instructional competence. The specific consent procedures, institutional authorizations, and data protection arrangements should be documented according to the procedures actually followed during data collection.

3. Results and Discussion

3.1 Instructional Supervisory Practices, Curriculum Implementation Management, and Teachers' Instructional Competence

3.1.1 Instructional Supervisory Practices

Instructional supervisory practices obtained an overall mean of 3.66 and a standard deviation of 0.44, indicating a high level of implementation. Instructional leadership and instructional monitoring emerged as comparatively stronger dimensions, followed by classroom observation. Feedback and coaching and professional development support received relatively lower assessments. These results indicated that instructional supervision was generally well established, although opportunities remained to strengthen individualized instructional assistance and continuous teacher development. The findings suggest that instructional supervision extended beyond administrative monitoring and contributed to the organization of teaching and learning processes. However, the comparatively weaker dimensions of feedback, coaching, and professional development highlighted the importance of sustained professional support. Hallinger et al. (2025) emphasized the continuing relevance of instructional leadership in managing instructional programs, while Grissom et al. (2021) identified instructional engagement and professional collaboration as important practices of effective school principals. Özdemir et al. (2024) further examined the relationship between school leadership and educational outcomes. These perspectives reinforce the importance of combining instructional monitoring with constructive feedback, coaching, and professional learning opportunities.

3.1.2 Curriculum Implementation Management

Curriculum implementation management registered an overall mean of 3.74 and a standard deviation of 0.31, reflecting a high level of implementation. Curriculum planning and teacher collaboration were identified as comparatively stronger areas, while instructional resource management and curriculum evaluation required greater attention. The findings indicated generally favorable management of curriculum-related responsibilities, particularly in instructional coordination and collaborative planning. Nevertheless, differences across indicators suggested opportunities to strengthen resource provision and systematic curriculum evaluation. These findings emphasize the importance of coordinated curriculum management in supporting effective instructional delivery. Curriculum planning and professional collaboration help align classroom practices with established learning standards, while adequate resources and evaluation mechanisms support implementation quality. The Department of Education (2024) established policy guidelines for implementing the MATATAG Curriculum, reinforcing the importance of coordinated curriculum delivery. Olmo-Extremera et al. (2024) emphasized the relevance of professional learning communities and collaborative school leadership, while McLure and Aldridge (2023) examined organizational conditions associated with sustaining educational reforms. These perspectives support

strengthening instructional resources, teacher collaboration, and curriculum evaluation as interconnected educational management responsibilities.

3.1.3 Teachers' Instructional Competence

Teachers' instructional competence obtained an overall mean of 3.76 and a standard deviation of 0.30, indicating a high level of competence. Content knowledge and pedagogy and curriculum and planning emerged as comparatively stronger dimensions. Learning environment and assessment and reporting also reflected favorable performance, while diversity of learners and professional growth and development were identified as areas requiring additional support. These results indicated generally strong instructional competence alongside opportunities for more targeted professional development. The findings are consistent with the multidimensional expectations established by the Philippine Professional Standards for Teachers (Department of Education, 2017). Instructional competence involves subject knowledge, lesson preparation, differentiated instruction, assessment, classroom management, and continuous professional learning. Sims and Fletcher-Wood (2021) emphasized the importance of effective professional development design, while Ventista and Brown (2023) examined the relationship between teacher professional learning and student learning outcomes. Fu et al. (2026) further reviewed professional development approaches intended to strengthen inclusive pedagogical practices. These perspectives reinforce the importance of sustained professional learning opportunities that address diverse learner needs and strengthen teachers' instructional capabilities.

3.2 Challenges Affecting Instructional Supervision and Curriculum Implementation Management

The descriptive patterns identified several areas requiring management attention. Feedback and coaching, professional development support, instructional resource management, curriculum evaluation, and responsiveness to learner diversity emerged as comparatively weaker dimensions. Although the three principal variables received high overall assessments, these areas indicated potential gaps in instructional support and curriculum coordination. The results therefore suggested that favorable overall performance did not eliminate the need for improvements in specific management processes. These findings highlight the importance of identifying developmental priorities through systematic instructional monitoring and evaluation. Limited feedback opportunities may reduce the usefulness of classroom observation, while insufficient instructional resources may affect curriculum delivery. Similarly, professional development that does not adequately address diverse learner needs may limit teachers' capacity to respond to classroom differences. Sims and Fletcher-Wood (2021) emphasized the importance of effective professional development, while Olmo-Extremera et al. (2024) highlighted collaborative professional learning as an important aspect of school improvement. McLure and Aldridge (2023) also emphasized organizational conditions associated with sustaining educational reforms. These perspectives support an educational management approach emphasizing targeted instructional assistance, resource coordination, professional collaboration, and continuous improvement.

3.3 Relationship Between Instructional Supervisory Practices, Curriculum Implementation Management, and Teachers' Instructional Competence

Correlation analysis indicated a statistically significant positive relationship between instructional supervisory practices and teachers' instructional competence ($r = .476$, $p = .0002$). Curriculum implementation management also demonstrated a statistically significant positive relationship with teachers' instructional competence ($r = .599$, $p < .001$). Furthermore, instructional supervisory practices and curriculum implementation management were positively correlated ($r = .589$, $p < .001$). These findings indicated that higher assessments of instructional supervision and curriculum management were associated with higher levels of instructional competence. The results suggest that instructional leadership and curriculum management are interconnected dimensions of school-level educational management. The stronger correlation between curriculum implementation management and teachers' instructional competence indicates that curriculum-related processes may have particular relevance to instructional performance. Grissom et al. (2021) emphasized instructional engagement and organizational support as important dimensions of effective school leadership, while Hallinger et al. (2025) reinforced the importance of instructional leadership in school management. Özdemir et al. (2024) also examined relationships between school leadership and educational outcomes. These studies provide a relevant foundation for interpreting the positive associations among the principal research variables without implying causal relationships. Multiple regression analysis further examined the combined contribution of instructional supervisory practices and curriculum implementation management to teachers' instructional competence. The reported regression model was statistically significant, $F(2, 52) = 16.07$, $p < .001$, explaining approximately 38.2% of the variance in instructional competence ($R^2 = .382$; adjusted $R^2 = .358$). Curriculum implementation management was a statistically significant positive predictor ($B = 0.473$, $p = .001$), whereas instructional supervisory practices did not demonstrate a statistically significant independent contribution after accounting for curriculum implementation management ($B = 0.127$, $p = .167$). These findings suggest that curriculum implementation management had a stronger independent statistical association with teachers' instructional competence within the regression model. Although instructional supervisory practices were positively correlated with instructional competence, their independent contribution was not statistically significant after curriculum implementation management was considered. This distinction highlights the importance of examining overlapping school management

responsibilities when interpreting instructional outcomes. Grissom et al. (2021) emphasized the interconnected nature of instructional leadership and organizational management, while Olmo-Extremera et al. (2024) highlighted the importance of collaborative professional processes in elementary education. These perspectives support the development of an integrated educational management approach that coordinates instructional supervision, curriculum implementation, and professional development.

3.4 Basis for the Proposed Educational Management Framework

The findings provided a basis for developing an Educational Management Framework emphasizing instructional supervision, curriculum implementation management, and teachers' professional development. The descriptive results identified feedback and coaching, professional development support, instructional resources, curriculum evaluation, and responsiveness to learner diversity as priority areas. Correlation analysis indicated positive relationships among the principal variables, while regression analysis identified curriculum implementation management as a significant predictor of instructional competence. These findings supported the inclusion of coordinated curriculum planning, instructional monitoring, professional collaboration, targeted teacher development, and systematic evaluation within the proposed framework. The proposed framework draws on the Instructional Leadership Model of Hallinger and Murphy (1985), Transformational Leadership Theory of Bass (1985), and the Philippine Professional Standards for Teachers (Department of Education, 2017). Its principal components include instructional leadership and supervision, curriculum planning and resource coordination, teacher coaching and professional development, and continuous monitoring and evaluation. UNESCO (2024) emphasized educational leadership as an important component of improving teaching and learning, while the Organisation for Economic Co-operation and Development (2025) highlighted the importance of professional development and working conditions in supporting teachers. These perspectives reinforce the relevance of a coordinated management framework intended to strengthen instructional quality, professional competence, and sustainable educational improvement in public elementary schools.

4. Conclusion & Recommendations

The findings presented in the study indicated high levels of instructional supervisory practices, curriculum implementation management, and teachers' instructional competence in public elementary schools in Sipalay City, Negros Occidental. Positive relationships were reported among the three variables, with curriculum implementation management demonstrating a stronger association with teachers' instructional competence. The regression model also identified curriculum implementation management as a significant predictor of instructional competence, while instructional supervisory practices did not demonstrate a significant independent contribution after accounting for curriculum management. Despite generally favorable assessments, feedback and coaching, professional development support, instructional resource management, curriculum evaluation, and responsiveness to learner diversity emerged as areas requiring improvement. These findings provided a basis for an Educational Management Framework integrating instructional leadership, curriculum coordination, professional development, and continuous evaluation to support instructional quality and school improvement.

Based on the identified priorities, school administrators and educational leaders should strengthen instructional supervision through regular classroom monitoring, constructive feedback, coaching, and targeted professional development activities. Curriculum implementation management should be enhanced through coordinated instructional planning, adequate learning resources, collaborative decision-making, and systematic curriculum evaluation. Teachers should be supported through professional learning opportunities addressing differentiated instruction, learner diversity, assessment practices, and instructional improvement. The Schools Division of Sipalay City may consider the proposed Educational Management Framework as a guide for coordinating supervisory responsibilities, curriculum management, and teacher development initiatives.

The study was limited to the examination of instructional supervisory practices, curriculum implementation management, and teachers' instructional competence in public elementary schools in Sipalay City, Negros Occidental. The use of teacher-reported assessments may introduce response bias, while the limited geographical coverage may affect the generalizability of the findings to other school divisions. Furthermore, the proposed Educational Management Framework requires further evaluation to determine its applicability and effectiveness in different educational settings. Future studies may include broader geographical coverage, additional sources of evidence, and more comprehensive assessments to strengthen the understanding of educational management practices and teachers' instructional competence.

5. Compliance with ethical standards

The authors declare no conflicts of interest related to this study. The research was designed in accordance with established ethical principles for human-participant research, including informed consent, voluntary participation, the right to withdraw without consequence, and protection of participant confidentiality. Appropriate institutional approvals were required for administering research instruments, and responses were to be handled anonymously

and securely, with findings reported in aggregated form. The study involved non-invasive procedures focused on instructional supervisory practices, curriculum implementation management, and teachers' instructional competence in public elementary schools.

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