

Supervisory Strategies And Program Of School Heads And Its Relationship To Teacher Work Performance: Bases For A Support Supervisory Framework

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Abstract

For educational institutions to maintain reasonable standards of instruction and learning, effective monitoring by school heads is crucial (Ngole & Mkulu, 2021). Vezy (2023) asserts that adequate supervision fosters a culture of continuous improvement by providing teachers with direction, support, and opportunities for professional growth. Better student outcomes and overall school effectiveness follow from this, which also has a good influence on teachers' work performance. Thus, this study focuses on investigating the relationship between supervisory strategies employed by school heads and teachers' work performance. A quantitative descriptive-correlational approach was employed in the study, and a purposive sampling technique was used to select the respondents, who were 74 teachers from nine public elementary schools. Based on the data gathered from the study's respondents, the results indicate a strong positive relationship between teachers' work performance and the supervision methods used by school administrators, particularly in the task, adaptive, and contextual domains. Teachers' capacity to perform, adjust, and contribute beyond their designated responsibilities is significantly enhanced by regular, encouraging supervision, as well as the practical application of supervisory program policies, which include oversight, conflict resolution, time management, communication, and technical expertise. Overall, the study demonstrates that adequate instructional supervision significantly enhances teacher effectiveness and fosters a cooperative, welcoming school climate.

Keywords: Professional growth, Supervision, Supervisory Strategies, Work Performance

1. Main text

Supervision in the industry helps to maximize employee productivity, maintain high standards of quality, ensure compliance with regulations, and create a supportive and motivating work environment (Omisore, 2024). In the educational context, the supervision of school heads is crucial for maintaining high standards of teaching and learning in educational institutions (Ngole & Mkulu, 2021). According to Vezy (2023), adequate supervision provides guidance, support, and professional development opportunities for teachers, fostering a culture of continuous improvement. However, many educational institutions still lack a clearly defined structural framework for supervisory strategies, leading to inconsistencies in implementation, inadequate feedback

mechanisms, and limited professional development support (Chakma, 2022). This gap hinders school heads' ability to monitor and enhance teacher performance systematically.

By implementing structured supervisory strategies, school heads can enhance instructional quality, promote accountability, and align teaching practices with school goals, because Rashid et al., (2022) believed that effective supervisory positively impacts teachers' task performance, adaptive performance, and contextual performance, leading to better student outcomes and overall school effectiveness. For instance, studies in the U.S. have shown that strong instructional leadership by school principals significantly improves teacher performance and student achievement. Research by Hallinger and Heck (2020) found that principals who are actively involved in instructional supervision contribute to higher levels of teacher efficacy and student learning outcomes. While in the UK, research has demonstrated that effective school leadership, including intensive supervision practices, enhances teacher performance. A study by Day et al. (2019) highlighted the crucial role of school leaders in delivering continuous professional development and support, ultimately leading to enhanced teaching practices and improved student performance. In Asia, Singapore's education system is renowned for its strong leadership and supervisory practices. Research by Ng et al. (2019) found that school leaders who engage in regular classroom observations and provide constructive feedback significantly enhance teacher performance and instructional effectiveness. In the Philippines, the Department of Education (DepEd) provides training for school leaders through the Philippine Professional Standards for School Heads (PPSSH), enabling these leaders to manage and oversee their schools' improvement effectively. However, the implementation of these policies and the degree of supervision vary by area and even among individual schools. This is why thorough and contextualized research is necessary to identify the needs of schools in strengthening the supervision of school heads.

1.1. Structure

The study utilized a quantitative descriptive-correlational approach. Through quantitative study collects numerical data on supervisory strategies of school heads and the implementation of supervisory program for them and teachers' work performance through structured surveys or observations. Descriptive analysis was used to describe the supervisory strategies used by school heads (general supervision, instructional supervision), the extent of implementation of supervisory program policies (oversight, conflict management, communication, time management, technical knowledge) and the teacher's work performance (task, adaptive and contextual performance). While the correlational analysis tested the relationship between supervisory strategies and teachers' work performance, by assessing whether there is a significant correlation between them. This approach enabled the study to quantitatively explore and describe the relationships and associations between variables, providing a comprehensive understanding of how supervisory strategies impact teachers' work performance and confirming the teacher's work performance is somehow related to the of supervisory program policies. The study was conducted at nine (9) public elementary schools in the Sampaloc district, Sampaloc, Quezon. The researcher selected elementary head teachers from this locale as respondents for three reasons: (1) they oversee the day-to-day implementation of supervisory strategies and policies among teachers; (2) they communicate and collaborate with school heads to discuss and align on supervisory strategies and the implementation of programs in the school; and (3) they monitor and support teachers to attain peak performance. Overall, the elementary head teachers acted as a critical link between school heads and teachers, supporting the

implementation and assessment of supervisory strategies and the supervisory program within the school environment. The researcher used a questionnaire developed by the researcher as the primary instrument for data collection from the respondents. The instrument was divided into four sections. The first section comprises questions regarding the supervisory strategies employed by school heads, categorized according to Buregeya's (2011) framework: general supervision and instructional supervision. It employs a 5-point Likert scale: (5) always applied, (4) often applied, (3) sometimes applied, (2) rarely applied, and (1) never applied.

The second section utilizes a survey questionnaire consisting of questions about the extent of implementation of supervisory program policies for school heads, based on the fundamental elements of supervisory development as outlined by Brown (2022): oversight, conflict management, communication, time management, and technical knowledge. This section also employs a 5-point Likert scale: (5) very great extent, (4) great extent, (3) moderate extent, (2) low extent, and (1) very low extent. The third section comprises questions regarding the mean work performance of teachers, assessed according to the triarchic model of employee performance suggested by Pradhan and Jena (2016), which includes task performance, adaptive performance, and contextual performance. This section also employs a 5-point Likert scale: (5) very high performed, (4) high performed, (3) moderately performed, (2) lowly performed, and (1) very lowly performed. Finally, the fourth section consists of questions regarding the ratings of IPCRF/RPMS, the 5 five Key Results areas have their typical 5-point rating scale: (5) Outstanding, (4) very Satisfactory, (3) Satisfactory, (2) Unsatisfactory, and (1) poor.

Furthermore, the questionnaire underwent validation by three research experts. Pilot testing was employed in another district's public elementary schools with over twenty (20) respondents to ensure the reliability of the instrument. The results of the pilot testing were evaluated for internal consistency using the Cronbach's Alpha procedure. The data collection procedures for this study unfold sequentially. It initiates with the researcher composing and dispatching a letter to the school heads of 9 public elementary schools in the Sampaloc district. This correspondence serves the dual purpose of seeking permission to conduct the study and outlining the researcher's intention to involve head teachers as respondents. Following the receipt of approval, the researcher proceeds to communicate a letter of intent to the primary heads of teachers who are identified as potential respondents. This communication provides details about the researcher's intentions and informs the teachers about the upcoming distribution of questionnaires.

The questionnaires are scheduled for distribution through online platforms, particularly Google Forms. This approach is strategically chosen to mitigate the risk of data tampering and to ensure the comprehensive retrieval of responses. Leveraging digital platforms facilitates a streamlined and efficient data collection process, enhancing the overall effectiveness of the study. Once the responses were collected, the researcher embarked on the interpretation phase. This involves a meticulous examination, categorization, assessment, tabulation, and evaluation of the gathered information. Statistical approaches were systematically employed to derive meaningful insights from the participants' responses, contributing to a robust analysis of the study's results. Throughout this process, the researcher places paramount importance on ethical considerations. A key aspect of this commitment involves assuring respondents that their answers would be treated with the utmost confidentiality. The collected data is dedicated solely to research purposes, and stringent measures are in place to safeguard the privacy and anonymity of the participants. This

comprehensive and ethical approach underscores the researcher's commitment to conducting a rigorous and trustworthy study. It utilized statistical analysis of data using statistical treatment. This method is crucial for analyzing and interpreting the participants' responses. The data gathered through the questionnaire were incorporated into a tally sheet, allowing for straightforward interpretation and analysis of the total number of responses for each item. For SOP 1, which determines the supervisory strategies applied by school heads in terms of general supervision and instructional supervision, the mean analysis and standard deviation were utilized. SOP 2, which determines the extent of the implementation of supervisory program policies, also employed mean analysis and standard deviation. SOP 3 assesses the mean work performance of teachers in terms of tasks, adaptive, and contextual performance using mean analysis.

1.2. Tables

The researcher utilized the Pearson Product-Moment Correlation Coefficient to evaluate the relationship between the extent of implementation of supervisory strategies and program policies and teachers' work performance.

Table 1

School Size of Teachers in Sampaloc District

Schools	Number of teachers
Paaralang Elementarya ng Bilucao	8
Pang-alaalang Paaralang Amando S. Dayo.	4
Paaralang Elementarya ng Caldong Resettlement	3
Paaralang Elementarya ng Sampaloc- Main	22
Paaralang Elementarya ng Apasan	5
Paaralang Elementarya ng Sampaloc- Dalawa	9
Paaralang Elementarya ng Alupay	6
Paaralang Elementarya ng Banot	8
Paaralang Elementarya ng Sampaloc-Isa	9
Total	74

Table 2

Supervisory Strategies of School Heads in terms of General Supervision

Statements	Mean	SD	Verbal Interpretation
1. Ensures teachers adhere to curriculum guidelines and teaching standards.	4.65	0.58	Exceptional / Highly Applied
2. Monitors the implementation of instructional strategies and methodologies.	4.59	0.62	Exceptional / Highly Applied
3. Provides constructive feedback on teaching methods and classroom management.	4.59	0.59	Exceptional / Highly Applied
4. Reviews lesson plans and instructional materials for alignment with educational objectives.	4.54	0.62	Exceptional / Highly Applied

5. Conducts regular classroom observations to assess teaching effectiveness.	4.53	0.62	Exceptional / Highly Applied
6. Supports teachers in addressing student behavioral issues.	4.64	0.61	Exceptional / Highly Applied
7. Facilitates professional development opportunities for teachers.	4.59	0.55	Exceptional / Highly Applied
8. Collaborates with teachers to identify areas for improvement.	4.76	0.49	Exceptional / Highly Applied
9. Ensures effective utilization of educational technology and resources.	4.64	0.56	Exceptional / Highly Applied
10. Reviews student assessment data and implements interventions.	4.54	0.58	Exceptional / Highly Applied
11. Fosters a culture of collaboration among teachers.	4.65	0.61	Exceptional / Highly Applied
12. Supports teachers in implementing differentiated instruction.	4.62	0.57	Exceptional / Highly Applied
13. Assists in integrating real-world applications into the curriculum.	4.61	0.57	Exceptional / Highly Applied
14. Advocates for teachers' needs within the administration.	4.64	0.59	Exceptional / Highly Applied
15. Model effective teaching practices and maintain high expectations.	4.55	0.58	Exceptional / Highly Applied
Overall	4.61	0.58	Exceptional / Highly Applied

Legend: 4.50 – 5.00 exceptional / highly applied; 3.50 – 4.49 proficient / sometimes applied; 2.50 – 3.49 satisfactory / applied; 1.50 – 2.49 developing / rarely applied; 1.00 – 1.49 beginning / never applied

Table 2 presents the supervisory strategies of school heads in terms of general supervision. The supervisory strategies of school heads, in terms of general supervision, were evaluated using fifteen (15) indicators, which were presented below. A five-point Likert scale was used to rate the statements based on the responses of the study participants. Based on the data gathered from the respondents, an overall mean of 4.61 was revealed, indicating that the supervisory strategies of school heads in terms of general supervision were *exceptional*. This further indicates that school heads highly apply general supervision as one of their supervisory strategies to help teachers improve their performance, based on the responses of teachers. Based on the data presented in the table, it was shown that all the indicators were highly applied by the school heads, as indicated by the teacher respondents' responses. Specifically, among the given statements, school heads were deemed exceptional in collaborating with teachers to identify areas for improvement since this statement obtained the highest computed mean of 4.76. This was also followed by statements that say school heads ensure teachers adhere to curriculum guidelines and teaching standards, and school heads foster a culture of collaboration among teachers. Both statements yielded a computed mean of 4.65, indicating that school heads highly apply these statements. Aside from this, the statement that notes school heads conduct regular classroom observations to assess teaching effectiveness obtained the lowest mean of 4.53. This was followed by a statement that says school heads review lesson plans and instructional materials for alignment with educational objectives, which yielded a computed mean of 4.54. The data collected from the respondents reveal that school heads have demonstrated exceptional effectiveness in enhancing teachers' work performance through the implementation of various general supervision strategies. This is clearly illustrated in the statements presented in the

accompanying table. Notably, the findings indicate that one of the most significant strengths of school heads lies in fostering collaboration among teachers to tackle challenges and address issues that arise within the educational environment. This collaborative approach not only promotes a sense of community among educators but also encourages the sharing of best practices and innovative solutions. Conversely, the data also suggest that close monitoring of teachers and the instructional practices within schools is executed less frequently by school heads. Despite this infrequent application, teachers still perceive these monitoring efforts as highly effective when they are implemented effectively. This discrepancy highlights an interesting dynamic, suggesting that while the frequency of certain supervisory practices may be lower, their perceived impact remains significant. Culduz (2024) asserts that general supervision in education entails a thorough method of monitoring and directing teachers, support personnel, and pupils. Setting clear objectives and standards, monitoring the quality of training, providing constructive criticism, fostering professional growth, promoting teamwork, and maintaining a positive learning environment are all essential elements.

Table 3

Supervisory Strategies of School Heads in terms of Instructional Supervision

Statements	Mean	SD	Verbal Interpretation
1. Observes classroom instruction to provide feedback and support.	4.62	0.59	Exceptional / highly applied
2. Conducts regular evaluations of teaching performance.	4.55	0.64	Exceptional / highly applied
3. Guides lesson planning and curriculum development.	4.58	0.64	Exceptional / highly applied
4. Offers resources and materials to enhance teaching effectiveness.	4.58	0.68	Exceptional / highly applied
5. Facilitates professional development opportunities tailored to teachers' needs.	4.68	0.55	Exceptional / highly applied
6. Collaborates with teachers to set instructional goals and objectives.	4.72	0.51	Exceptional / highly applied
7. Analyzes student data to inform instructional decision-making.	4.59	0.55	Exceptional / highly applied
8. Supports teachers in implementing innovative teaching strategies.	4.59	0.62	Exceptional / highly applied
9. Provides coaching and mentoring to improve instructional practices.	4.62	0.61	Exceptional / highly applied
10. Ensures alignment of instruction with academic standards and learning objectives.	4.68	0.53	Exceptional / highly applied
11. Offers constructive feedback on classroom management techniques.	4.66	0.55	Exceptional / highly applied
12. Encourages staff to adopt reflective teaching practices.	4.62	0.61	Exceptional / highly applied
13. Monitors the integration of technology into teaching and learning.	4.51	0.67	Exceptional / highly applied
14. Promotes differentiated instruction to meet the diverse needs of students.	4.65	0.61	Exceptional / Highly Applied
15. Creates a culture of continuous improvement in	4.62	0.63	Exceptional /

teaching and learning.			highly applied
Overall	4.62	0.60	Exceptional / highly applied

Legend: 4.50 – 5.00 = Exceptional /Highly Applied; 3.50 – 4.49 = Proficient/Sometimes Applied; 2.50 – 3.49 = Satisfactory/Applied; 1.50 – 2.49 = Developing/Rarely Applied; 1.00 – 1.49 = Beginning/Never Applied

Table 3 presents the supervisory strategies of school heads in terms of instructional supervision, utilizing a total of fifteen (15) indicators to evaluate the instructional supervision of school heads from the teachers' perspective. Considering the responses of the teacher respondents, it was determined that school heads were exceptional since the responses from the teachers obtained an overall mean of 4.62. This indicates that the school heads highly apply the following indicators presented in the table above. Among the statements presented in the table, the strategy that was most highly applied by the school heads was collaborating with teachers to set instructional goals and objectives, as this statement had the highest computed mean of 4.72. This indicates that school heads recognize the importance of involving teachers in the planning process to ensure that instructional targets are clear, achievable, and aligned with the needs of both learners and the curriculum. Such collaboration fosters shared responsibility, promotes professional growth among teachers, and enhances the overall effectiveness of instructional delivery. This was followed by statements that say school heads facilitate professional development opportunities tailored to teachers' needs and ensure the alignment of instruction with academic standards and learning objectives, which both obtained a computed mean of 4.68. Whereas the lowest computed mean among the given indicators was from the statement indicating that school heads monitor the integration of technology into teaching and learning, which yielded a computed mean of 4.51. This suggests that while school heads generally support instructional leadership, the monitoring of technology integration may not be given as much emphasis compared to other strategies. It may imply a need for stronger focus on ensuring that digital tools and resources are effectively utilized in classrooms to enhance teaching practices and student learning outcomes. According to the responses provided by the teachers, the data suggest that school heads' instructional supervision strategies focused more on helping teachers improve instructional goals and objectives, as well as supporting their professional development. This signifies that school heads are more inclined to improve instruction by helping to outline the necessary goals and objectives that will enhance the teacher's work performance. This also indicates that school heads were less focused on integrating technology in teaching and learning. As such, this should be improved to adapt to the changing times. Regular observation and feedback help maintain high-quality instruction and support teachers in their professional growth. Through consistent monitoring, school heads can provide timely and constructive feedback that allows teachers to improve their strategies, build confidence, and strengthen their teaching practices. By fostering a culture of continuous improvement, instructional supervision creates a positive learning environment and promotes academic excellence. It also plays a key role in identifying and addressing instructional challenges early, preventing issues from escalating and ensuring that all students receive quality education (Bueno, 2022). Additionally, effective supervision highlights best practices that can be shared among teachers to encourage collaboration and collective growth. These are just a few of the reasons instructional supervision remains essential in achieving educational success (Bueno, 2022).

Table 4

Extent of Implementation of Supervisory Program for School Heads in terms of Oversight

Statements	Mean	SD	Verbal Interpretation
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1. Establishes clear protocols and procedures for monitoring and evaluating teachers' performance, ensuring consistency and fairness in oversight.	4.68	0.55	Strongly agree / to a very high extent
2. Regularly reviewing classroom observations, lesson plans, and student assessments to assess teaching effectiveness and provide feedback for improvement.	4.54	0.62	Strongly agree / to a very high extent
3. Conducts periodic meetings with teachers to discuss progress, address concerns, and set goals aligned with the school's objectives.	4.73	0.56	Strongly agree / to a very high extent
4. Utilizes data analysis tools to track student outcomes and identify areas where additional support or intervention may be needed.	4.66	0.58	Strongly agree / to a very high extent
5. Collaborates with other administrators and stakeholders to ensure alignment between supervisory efforts and broader school improvement initiatives.	4.70	0.52	Strongly agree / to a very high extent
Overall	4.66	0.57	Strongly agree / to a very high extent

Legend: 4.50 – 5.00 = Strongly Agree / Highly Extent (To A Very High Extent); 3.50 – 4.49 = Sometimes Agree/Sometimes Extent (To A High Extent); 2.50 – 3.49 = Agree/Extent (To A Moderate Extent); 1.50 – 2.49 = Disagree/Low Extent; 1.00 – 1.49 = Strongly Disagree/Very Low Extent

Table 4 highlights the extent of implementation of supervisory program for school heads in terms of oversight. The supervisory programs in terms of oversight were evaluated by the teacher respondents using five (5) indicators that are presented in the table. Based on the data gathered from the respondents of the study, it was viewed that the supervisory program focusing on oversight was implemented to a *high extent* since the responses of the teachers obtained an overall mean of 4.66. Considering this, based on the responses of the teachers, periodic meetings with teachers to discuss progress, address concerns, and set goals aligned with the school's objectives were conducted to a *high extent* since this statement obtained the highest computed mean of 4.73. Whereas, the lowest computed mean was regularly reviewing classroom observations, lesson plans, and student assessments to assess teaching effectiveness and provide feedback for improvement since this gained the lowest computed mean of 4.54. Despite obtaining the lowest mean among the indicators, this statement was still implemented to a *high extent* among the teacher's educational institutions. The data gathered from the responses of the teachers suggests that the oversight were implemented among their educational institutions considering that meetings were performed to oversee problems and determine ways to improve based on the teacher's feedback. Aside from this, there should also be periodic reviewing of classroom observations to maintain the school's academic standing as well as to analyze areas for improvement among teachers and students as well. According to Wiyono (2024), the process of implementing supervisory program policies for school heads in the Philippines is structured and continuous. To standardize supervisory practices across schools, DepEd offers a comprehensive policy framework and guidelines, including seminars about circulars outlining the responsibilities of school heads and the scope of their supervisory duties. These guidelines include oversight, promoting consistency and accountability (DepEd, 2020). This is done in order to overlook the disparities in resource allocation, varying levels of support across the school, and avoiding resistance to change among educators (IES, 2019).

Table 5

Extent of Implementation of Supervisory Program for School Heads in terms of Conflict Management

Statements	Mean	SD	Verbal Interpretation
1. Develops strategies for proactive conflict resolution through open communication and mediation techniques.	4.55	0.60	Strongly agree / to a very high extent
2. Provides training and professional development opportunities for teachers and staff on conflict resolution skills.	4.64	0.54	Strongly agree / to a very high extent
3. Creates a supportive and inclusive school culture where conflicts are addressed constructively and fairly.	4.61	0.59	Strongly agree / to a very high extent
4. Implements clear policies and procedures for addressing conflicts between teachers, students, and parents.	4.66	0.52	Strongly agree / to a very high extent
5. Serves as a neutral mediator when conflicts arise, facilitating discussions and helping parties find mutually acceptable solutions.	4.62	0.61	Strongly agree / to a very high extent
Overall	4.62	0.57	Strongly agree / to a very high extent

Legend: 4.50 – 5.00 = Strongly Agree / Highly Extent (To A Very High Extent); 3.50 – 4.49 = Sometimes Agree/Sometimes Extent (To A High Extent); 2.50 – 3.49 = Agree/Extent (To A Moderate Extent); 1.50 – 2.49 = Disagree/Low Extent; 1.00 – 1.49 = Strongly Disagree/Very Low Extent

Table 5 presents the extent of implementation of supervisory program for school heads in terms of conflict management wherein five (5) indicators were used to assess whether the supervisory program in terms of conflict management was implemented based on the perception of the teacher respondents. Based on the data gathered from the teacher respondents, the supervisory program specific for conflict management was implemented to a *high extent* since the responses obtained has an overall mean of 4.62. In particular, the supervisory program that was implemented more for conflict management was implementing clear policies and procedures for addressing conflicts between teachers, students, and parents since this gained the highest computed mean of 4.66 and hence was deemed to be implemented to a *high extent*. Whereas, developing strategies for proactive conflict resolution through open communication and mediation techniques was less focused on since this gained a computed mean of 4.55 however, this was still implemented to a *high extent*. In relation to the data gathered from the respondents with regards to the implementation of supervisory programs in terms of conflict management, it was viewed by the teachers that there are evident conflict management techniques implemented by the school heads to manage conflicts among teachers, students, and parents. However, proactive conflict resolution should also be given importance to further address any conflicts that may arise within educational institutions. According to Villanueva and Moleño (2022), sustaining a pleasant school climate, encouraging collaboration, and improving overall school performance all depend on effective conflict management. School heads attended seminars on conflict resolution programs that covered mediation techniques, negotiating techniques, and an awareness of the reasons behind disputes, according to Valente et al. (2020). Technical expertise in conflict resolution enables school administrators to resolve problems quickly and efficiently while preserving a positive work atmosphere.

Table 6

Extent of Implementation of Supervisory Program for School Heads in terms of Communication

Statements	Mean	SD	Verbal Interpretation
1. Establishes regular communication channels, such as meetings, emails, or newsletters, to disseminate important information to teachers and staff.	4.74	0.50	Strongly agree / to a very high extent
2. Provides opportunities for open dialogue and feedback between teachers and supervisors to foster a collaborative work environment.	4.68	0.53	Strongly agree / to a very high extent
3. Ensures clarity and transparency in communication regarding expectations, goals, and performance evaluations.	4.70	0.59	Strongly agree / to a very high extent
4. Implements mechanisms for two-way communication where teachers can voice concerns, share ideas, and provide input on school policies and procedures.	4.69	0.57	Strongly agree / to a very high extent
5. Utilizes technology platforms, such as online portals or messaging apps, to facilitate efficient and timely communication among teachers, administrators, and other stakeholders.	4.65	0.53	Strongly agree / to a very high extent
Overall	4.69	0.54	Strongly agree / to a high extent

Legend: 4.50 – 5.00 = Strongly Agree / Highly Extent (To A Very High Extent); 3.50 – 4.49 = Sometimes Agree/Sometimes Extent (To A High Extent); 2.50 – 3.49 = Agree/Extent (To A Moderate Extent); 1.50 – 2.49 = Disagree/Low Extent; 1.00 – 1.49 = Strongly Disagree/Very Low Extent

Table 6 shows the extent of implementation of supervisory program for school heads in terms of communication. Based on the responses of the teachers, the supervisory program was implemented to a *high extent* wherein, an overall mean of 4.69 was computed from five (5) indicators that were assessed. In connection to this, among the statements provided in the table, establishing regular communication channels, such as meetings, emails, or newsletters, to disseminate important information to teachers and staff was implemented more to a *high extent* considering that this obtained the highest computed mean of 4.74. While the lowest computed mean was utilizing technology platforms, such as online portals or messaging apps, to facilitate efficient and timely communication among teachers, administrators, and other stakeholders. With regard to this, the data suggests that communication was evident and was implemented to a high extent considering that communication channels were available. This shows that school heads were able to apply supervisory programs that will promote communication among the members of the institutions. Aside from this, technology should also be implemented to a very high extent since during this time, the use of technology is convenient especially in communicating among other people and will help in spreading information. Transparency is guaranteed, teamwork is encouraged, and the general operation of schools is improved through effective communication. When school heads communicate openly and clearly with teachers, students, parents, and other stakeholders, it builds trust and fosters a positive school climate. Clear communication also ensures that everyone is aligned with the school's goals, policies, and expectations, minimizing misunderstandings and promoting cooperation across all levels of the school community. Salamondra (2020) claims that communication skills training is a common component of school head training programs. These initiatives are designed to strengthen school administrators' abilities to convey messages clearly, listen attentively, and engage meaningfully with a variety of stakeholders. By developing these skills, school heads are better

equipped to handle conflicts, give constructive feedback, motivate teachers, and actively involve parents and the wider community in the educational process. Through effective communication, school leaders play a crucial role in shaping a supportive and collaborative learning environment.

Table 7

Extent of Implementation of Supervisory Program for School Heads in terms of Time Management

Statements	Mean	SD	Verbal Interpretation
1. Develops schedules and timelines for supervisory activities, such as classroom observations, meetings, and professional development sessions, to ensure efficient use of time.	4.74	0.53	Strongly agree / to a very high extent
2. Prioritizes supervisory tasks based on their importance and urgency to effectively allocate time and resources.	4.72	0.59	Strongly agree / to a very high extent
3. Provides teachers with clear expectations and deadlines for completing tasks and assignments related to professional development and performance evaluation.	4.69	0.57	Strongly agree / to a very high extent
4. Utilizes technology tools, such as scheduling software or digital calendars, to streamline administrative tasks and minimize time spent on logistical coordination.	4.65	0.58	Strongly agree / to a very high extent
5. Encourages time management best practices among teachers, such as setting goals, prioritizing tasks, and minimizing distractions, to enhance productivity and effectiveness.	4.73	0.56	Strongly agree / to a very high extent
Overall	4.71	0.56	Strongly agree / to a very high extent

Legend: 4.50 – 5.00 = Strongly Agree / Highly Extent (To A Very High Extent); 3.50 – 4.49 = Sometimes Agree/Sometimes Extent (To A High Extent); 2.50 – 3.49 = Agree/Extent (To A Moderate Extent); 1.50 – 2.49 = Disagree/Low Extent; 1.00 – 1.49 = Strongly Disagree/Very Low Extent

Table 7 highlights the extent of implementation of supervisory program for school heads in terms of time management. Teacher respondents evaluated a total of five (5) indicators in which it was revealed that the supervisory program intended for time management was implemented to a *high extent* since the responses of the teacher obtained an overall mean of 4.71. In accordance with this, developing schedules and timelines for supervisory activities, such as classroom observations, meetings, and professional development sessions, to ensure efficient use of time was more implemented by the school heads to a *high extent* since this gained the highest computed mean of 4.74. Whereas, the lowest computed mean was utilizing technology tools, such as scheduling software or digital calendars, to streamline administrative tasks and minimize time spent on logistical coordination since this gained the lowest computed mean of 4.65 however, this was still implemented to a *high extent*. The data collected from respondents indicates that school heads have effectively implemented time management strategies through various means, including classroom observations, meetings, and professional development sessions. These practices demonstrate a commitment to utilizing time wisely within the educational environment. However, it is important to note that integrating technology can further enhance efficiency by facilitating the organization of meetings and communication among staff members. Effective time management is crucial for school

administrators, as emphasized by Tulod (2021). Administrators must be skilled in work prioritization, scheduling, delegation, and utilizing calendars and work management software. By mastering these strategies, school leaders can streamline administrative tasks, enhance instructional leadership, and fulfill their diverse responsibilities more effectively. This understanding not only improves operational efficiency but also fosters a more productive educational atmosphere, ultimately benefiting both teachers and students. Embracing technology alongside traditional time management techniques can lead to a more organized and responsive school environment. The extent of implementation of the supervisory program for school heads in terms of technical knowledge is presented in Table 10. From a total of five (5) indicators assessed by the teachers, it was revealed that the supervisory program for school heads was implemented to a *high extent*, considering that the responses of the teachers obtained an overall mean of 4.69.

Table 8

Extent of Implementation of Supervisory Program for School Heads in terms of Technical Knowledge

Statements	Mean	SD	Verbal Interpretation
1. Provides ongoing training and professional development opportunities for head teachers to stay updated on current educational trends, teaching methodologies, and best practices in supervision.	4.66	0.50	Strongly agree / to a very high extent.
2. Offers resources and support for head teachers to enhance their technical knowledge in areas such as data analysis, assessment tools, and educational technology.	4.74	0.50	Strongly agree / to a very high extent.
3. Facilitates collaboration and knowledge sharing among head teachers to leverage their collective expertise and experience.	4.76	0.49	Strongly agree / to a very high extent
4. Partners with external experts or consultants to provide specialized training or support in areas where additional technical knowledge is needed.	4.62	0.59	Strongly agree / to a very high extent
5. Encourages head teachers to pursue advanced degrees, certifications, or specialized training programs to deepen their technical expertise and leadership skills.	4.68	0.53	Strongly agree / to a very high extent
Overall	4.69	0.52	Strongly agree / to a very high extent

Legend: 4.50 – 5.00 = Strongly Agree / Highly Extent (To A Very High Extent); 3.50 – 4.49 = Sometimes Agree/Sometimes Extent (To A High Extent); 2.50 – 3.49 = Agree/Extent (To A Moderate Extent); 1.50 – 2.49 = Disagree/Low Extent; 1.00 – 1.49 = Strongly Disagree/Very Low Extent

As seen from Table 8, the highest computed mean among the indicators was facilitating collaboration and knowledge-sharing among head teachers to leverage collective expertise and experience, which was deemed to be implemented more frequently, as it obtained the highest computed mean of 4.76. At the same time, the lowest computed mean was achieved when partners collaborated with external experts or consultants to provide specialized training or support in areas where additional technical knowledge was needed, resulting in a computed mean of 4.62. The responses from teachers indicate that technical knowledge is being effectively implemented in their educational institutions, particularly through knowledge sharing and brainstorming sessions among peers. This collaborative approach allows educators to converge their experiences, ultimately leading to significant improvements within their institutions. Butlin (2020) emphasizes that school

administrators must have a comprehensive understanding of legal and ethical norms to ensure compliance with educational laws and regulations. This knowledge encompasses critical areas, including workplace safety, teacher conduct, discrimination, and student privacy. Familiarity with these guidelines enables school leaders to manage their institutions in a manner that is both morally and legally sound. Moreover, school administrators must be adept at identifying the best strategies for professional development. This includes assessing training needs, planning professional development events, and evaluating their effectiveness. By possessing technical expertise in this area, administrators can provide teachers with valuable opportunities for further education and growth, as highlighted by Padillo et al. (2021).

Work Performance of Teachers

Table 9

Mean Performance of Teachers in terms of Task

Statements	Mean	SD	Verbal Interpretation
1. Planning and delivering practical lessons that align with curriculum standards and educational objectives.	4.68	0.50	Very high performance
2. Assessing student progress and adjusting instruction accordingly to meet individual learning needs.	4.65	0.48	Very high performance
3. Maintaining accurate records of student attendance, grades, and academic progress.	4.72	0.45	Very high performance
4. Creating a positive and inclusive classroom environment conducive to learning.	4.68	0.53	Very high performance
5. Providing timely and constructive feedback to students to facilitate their growth and development.	4.69	0.47	Very high performance
6. Collaborating with colleagues and parents to support student success and address any concerns.	4.70	0.46	Very high performance
7. Participating in professional development activities to enhance teaching skills and subject knowledge.	4.76	0.43	Very high performance
8. Integrating technology and other instructional resources effectively into lessons.	4.61	0.59	Very high performance
9. Implementing strategies to manage classroom behavior and promote a respectful learning environment.	4.66	0.48	Very high performance
10. Engaging in reflective practice to evaluate and improve teaching methods and outcomes.	4.59	0.52	Very high performance
Over-all	4.67	0.49	Very high performance

Legend: 4.50 – 5.00 = Very High Performed; 3.50 – 4.49 = High Performed; 2.50 – 3.49 = Moderately Performed; 1.50 – 2.49 = Lowly Performed; 1.00 – 1.49 = Very Lowly Performed

Table 9 highlights the mean performance of teachers in terms of tasks, wherein the teacher respondents evaluated ten (10) indicators to rate their performance at work. Based on the responses of the teacher respondents, their tasks within their specific educational institutions were highly

valued, as evidenced by an overall mean of 4.67. In this context, the data reveals that participation in professional development activities aimed at enhancing teaching skills and subject knowledge received the highest computed mean of 4.76. Conversely, the lowest mean of 4.59 was associated with engaging in reflective practices to evaluate and improve teaching methods and outcomes. These findings suggest that teachers prioritize professional development activities that directly contribute to their skill enhancement. However, the relatively lower emphasis on reflective practice indicates a potential area for growth. Encouraging self-reflection among educators is essential, as it enables them to identify their weaknesses and capitalize on their strengths, ultimately leading to improved teaching outcomes. By fostering a culture of reflection, schools can empower teachers to assess their instructional methods and adapt them critically. This dual focus on professional development and reflective practice can create a more dynamic and effective teaching environment, enhancing both teacher performance and student learning experiences. Emphasizing these aspects will contribute to a more holistic approach to teacher development. Rajagopalan (2019) asserts that excellent lesson delivery is essential. Teachers are better able to manage their responsibilities when they receive thorough training and continual professional development.

Table 10 Mean Performance of Teachers in terms of Adaptive

Statements	Mean	SD	Verbal Interpretation
1. Demonstrating flexibility in adjusting teaching methods to accommodate diverse learning styles and abilities among students.	4.62	0.52	Very high performance
2. Responding positively to unexpected changes or challenges in the classroom environment.	4.68	0.47	Very high performance
3. Adapting instructional strategies to address the individual needs of students with learning disabilities or behavioral challenges.	4.61	0.54	Very high performance
4. Collaborating with colleagues to share best practices and problem-solve challenging situations.	4.66	0.53	Very high performance
5. Showing resilience in the face of setbacks or difficulties, maintaining a positive attitude towards teaching and learning.	4.64	0.54	Very high performance
6. Seeking out professional development opportunities to stay current with new teaching methodologies and technologies.	4.68	0.50	Very high performance
7. Embracing cultural diversity and incorporating multicultural perspectives into curriculum and classroom activities.	4.66	0.53	Very high performance
8. Building strong relationships with students and their families to foster a supportive learning community.	4.69	0.49	Very high performance
9. Modifying assessments and assignments to provide appropriate accommodations for students with special needs.	4.68	0.53	Very high performance
10. Demonstrating empathy and understanding towards students' socio-emotional needs, offering support and guidance as necessary.	4.76	0.46	Very high performance
Over-all	4.67	0.51	Very high performance

Legend: 4.50 – 5.00 = Very High Performed; 3.50 – 4.49 = High Performed; 2.50 – 3.49 = Moderately Performed; 1.50 – 2.49 = Lowly Performed; 1.00 – 1.49 = Very Lowly Performed

Table 10 shows the mean performance of teachers in terms of adaptability, wherein a total of ten (10) indicators were also evaluated in the study. The responses of the teachers revealed an overall mean of 4.67, indicating that they performed highly in the following indicators under the variable adaptive. Following this, demonstrating empathy and understanding towards students' socio-emotional needs, offering support and guidance as necessary, resulted in the highest computed mean of 4.76, which was interpreted as a very high performance. Aside from this, the lowest computed mean was adapting instructional strategies to address the individual needs of students with learning disabilities or behavioral challenges, as this approach yielded the lowest computed mean of 4.61. The responses from teachers indicate that they demonstrate adaptability in the workplace by showing empathy and understanding the diverse needs of their students. However, there is a pressing need to focus more on addressing the individual requirements of students, particularly those with learning disabilities. By prioritizing these specific needs, teachers can significantly enhance their effectiveness and overall work performance, ultimately fostering a more inclusive and supportive learning environment for all students. Flexible teachers can design dynamic, responsive classrooms that maintain students' motivation and engagement. According to Hanaysha et al. (2024), this results in improved student outcomes and a more positive classroom environment. Teachers who successfully modify their management techniques can maintain productive and orderly classrooms while reducing interruptions and optimizing teaching time, according to Pulse (2024). Teachers who possess a high degree of adaptability are better equipped to handle and overcome obstacles, which in turn lowers stress and keeps them focused on teaching and learning.

Table 11

Mean Performance of Teachers in terms of Contextual Performance

Statements	Mean	SD	Verbal Interpretation
1. Actively participating in school-wide committees, events, and extracurricular activities to contribute to the overall school community.	4.65	0.53	Very high performance
2. Supporting colleagues by sharing resources, offering assistance, and collaborating on projects beyond the scope of their individual classrooms.	4.64	0.51	Very high performance
3. Demonstrating professionalism in interactions with students, parents, administrators, and other staff members.	4.73	0.48	Very high performance
4. Serving as a positive role model for students by upholding high ethical standards and modeling responsible behavior.	4.72	0.48	Very high performance
5. Engaging in continuous professional development to stay informed about educational trends and best practices.	4.66	0.50	Very high performance
6. Taking initiative to improve school culture and climate by promoting a positive and inclusive learning environment.	4.59	0.52	Very high performance
7. Communicating effectively with parents and guardians to keep them informed about their child's progress and address any concerns.	4.74	0.44	Very high performance

8. Contributing to the development and implementation of school-wide policies, procedures, and initiatives.	4.68	0.50	Very high performance
9. Demonstrating a commitment to lifelong learning and personal growth through participation in professional organizations and conferences.	4.65	0.53	Very high performance
10. Being adaptable and willing to take on additional responsibilities as needed to support the goals and mission of the school.	4.64	0.48	Very high performance
Over-all	4.67	0.50	Very high performance

Legend: 4.50 – 5.00 = Very High Performed; 3.50 – 4.49 = High Performed; 2.50 – 3.49 = Moderately Performed; 1.50 – 2.49 = Lowly Performed; 1.00 – 1.49 = Very Lowly Performed

Table 11 highlights the mean performance of teachers in terms of contextual performance. A total of ten (10) indicators were used to evaluate the work performance of the teacher which revealed that in terms of contextual performance, teachers were able highly perform their responsibilities. Concerning this, among the indicators provided, demonstrating professionalism in interactions with students, parents, administrators, and other staff members yielded the highest computed mean of 4.73. It was deemed to be a very high performance. While taking initiative to improve school culture and climate by promoting a positive and inclusive learning environment, the school gained the lowest computed mean of 4.59 and was still deemed as very high performing. Based on the data gathered from the teachers' responses, it is evident that, in terms of contextual performance, teachers maintain professionalism by interacting formally with students, parents, administrators, and other staff members of the educational institution. It should also be noted that taking initiative is important, considering the improvement of the educational institution where the teachers are working. The non-task-related actions and behaviors that enhance an organization's overall efficacy are referred to as contextual performance. Contextual performance for teachers encompasses actions that benefit the learning environment, promote students' welfare, and foster a stronger school community. These may include helping colleagues, volunteering for school activities, maintaining positive relationships with students and parents, and demonstrating commitment beyond basic teaching responsibilities. These actions are essential for fostering a supportive and effective learning environment in the classroom, even when they have little to do with particular teaching activities (Decu, 2023). By engaging in contextual performance, teachers contribute not only to individual student success but also to the overall growth and positive culture of the school.

Mean Performance of Teachers in the District

Table 12 Mean of IPCRF/RPMS Ratings of Teachers in the District

Indicators	Mean	SD	Verbal Interpretation
Content Knowledge and Pedagogy	4.45	0.58	Very satisfactory
Learning Environment and Diversity of Learners	4.38	0.57	Very satisfactory
Curriculum Planning, Assessment, and Reporting	4.35	0.53	Very satisfactory
Personal Growth and Professional Development	4.46	0.53	Very satisfactory

Plus Factor	4.43	0.60	Very satisfactory
Over-all	4.41	0.56	Very satisfactory

Legend: 4.50 – 5.00 = Outstanding; 3.50 – 4.49 = Very Satisfactory; 2.50 – 3.49 = Satisfactory; 1.50 – 2.49 = Unsatisfactory; 1.00 – 1.49 = Poor

The mean performance of teachers of Sampaloc District was also evaluated in the study with regards to content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning and assessment and reporting, personal growth and professional development, and plus factor. Based on the data analyzed, the teachers were *very satisfactory* in the following aspects since an overall mean of 4.41 was computed on the said aspects. In connection to this, as seen from the data presented in the table, it was revealed that teachers have a *very satisfactory* performance in personal growth and professional development and was the highest computed mean among the variables present based on the school year 2023-2024 evaluation. While the lowest computed mean was from the aspect of learning environment and diversity of learners. These data indicated that teachers are focusing more on personal growth and professional development to improve their work performance. This is important since new strategies and skills emerge over time, and this is also helpful in adapting to new strategies and teaching skills that may come with the advancement of technology. However, it is also important to acknowledge the significance of the learning environment and the diversity of learners, so that no students are left behind during teaching. According to Garcia (2021) and Abad (2020), these systems promote an environment of responsibility and ongoing development. Abad (2020) emphasizes the importance of RPMS in enhancing teacher accountability, whereas Garcia (2021) highlights its role in promoting improvements in teaching quality. Both studies demonstrate that by ensuring teachers meet strict professional standards and effectively support students' progress, these performance management systems have a positive impact on the quality of education.

Test of the Relationship between Strategies Applied by School Heads and Work Performance of Teachers

Table 13 Correlation of Strategies Applied by School Heads on Work Performance of Teachers

Strategies	Work Performance		
	Task Performance	Adaptive Performance	Contextual Performance
General Supervision	0.572**	0.656**	0.632**
Instructional Supervision	0.492*	0.629**	0.643**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The significant correlations found between school heads' supervision tactics and various dimensions of teachers' work performance—namely, task performance, adaptive performance, and contextual performance—imply that effective leadership practices are instrumental in enhancing overall teacher efficacy. The relatively strong positive correlation between general supervision and

task performance ($r = 0.572$), and the even stronger associations with contextual ($r = 0.632$) and adaptive performance ($r = 0.656$), emphasize the foundational role of supportive and consistent oversight in fostering not only task-related proficiency but also teachers' adaptability and willingness to take initiative beyond their defined roles. This suggests that when school leaders maintain clear communication, provide constructive feedback, and establish a culture of accountability and encouragement, teachers are more inclined to exhibit proactive behaviors, collaborate meaningfully with colleagues, and respond effectively to changing educational demands. Moreover, the favorable correlations between instructional supervision and all facets of performance, particularly contextual ($r = 0.643$) and adaptive ($r = 0.629$) aspects, underscore the value of focused pedagogical guidance. Instructional supervision—through activities such as classroom observations, feedback sessions, mentoring, and curriculum support—empowers teachers to refine their instructional practices and respond more effectively to diverse learner needs and shifting curricular standards. The moderate positive relationship with task performance ($r = 0.492$) further indicates that teachers benefit from direct support in instructional planning and delivery, which enhances their competence in fulfilling their core teaching duties. These findings imply that to optimize teacher performance across all domains, school heads must strategically balance both general and instructional supervision. General supervision ensures structure, clarity, and motivation, while instructional supervision drives pedagogical growth and responsiveness. Educational leaders and policymakers can utilize these insights to design professional development programs and school leadership training that prioritize a dual focus on both administrative support and instructional leadership. Ultimately, the findings reinforce the notion that school heads play a pivotal role in shaping a positive work environment where teachers can thrive professionally, contribute beyond expectations, and effectively navigate the evolving educational landscape.

Test of the Relationship between Strategies Applied by School Heads and Work Performance of Teachers

Table 14 Correlation of Work Performance of Teachers on Implementation of Supervisory Program Policies

Implementation	Work Performance		
	Task Performance	Adaptive Performance	Contextual Performance
Oversight	0.542**	0.678**	0.683**
Conflict Management	0.554**	0.662**	0.651**
Communication	0.433*	0.508**	0.530**
Time Management	0.556**	0.654**	0.637**
Technical Knowledge	0.543**	0.642**	0.665**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The results presented in Table 16 underscore the pivotal role that the effective implementation of supervisory program policies plays in enhancing teacher performance across task, adaptive, and contextual domains. The statistically significant positive correlations between each supervisory component—namely, oversight, conflict management, communication, time management, and technical knowledge—and the various dimensions of teacher performance provide strong empirical support for the assertion that well-structured supervisory practices directly contribute to improved instructional outcomes and teacher effectiveness. The strong positive association between oversight and all facets of teacher performance, notably adaptive ($r = 0.678$) and contextual ($r = 0.683$) dimensions, suggests that school heads who diligently monitor school operations, provide regular feedback, and ensure accountability help foster a professional environment in which teachers can thrive. Such oversight enables teachers to respond effectively to evolving school demands, take initiative, and contribute meaningfully beyond their formal roles. Similarly, the robust correlations between conflict management and performance indicators reveal that when school heads effectively resolve interpersonal or organizational tensions, it promotes a collaborative and psychologically safe workplace, which in turn motivates teachers to perform at a higher level. Communication, while slightly lower in its correlation with task performance ($r = 0.433$), still demonstrates a significant role in enhancing adaptive ($r = 0.508$) and contextual performance ($r = 0.530$). This highlights the importance of maintaining transparent, two-way communication channels that allow teachers to express concerns, share ideas, and receive constructive feedback. Such openness fosters mutual understanding and collegial support, ultimately contributing to stronger team dynamics and enhanced professional engagement.

Time management also emerges as a key factor influencing all areas of teacher performance. With correlations ranging from $r = 0.556$ to $r = 0.654$, the findings imply that school heads who model effective time use and help teachers optimize their schedules contribute to greater instructional efficiency, adaptability, and work-life balance. This suggests that leadership practices that respect and enhance teachers' time contribute significantly to reducing burnout and increasing productivity. Finally, the strong correlations between school heads' technical knowledge and teacher performance—especially contextual performance ($r = 0.665$)—highlight the value of content mastery and practical expertise in supervisory roles. When leaders possess and apply relevant technical knowledge, they are better positioned to guide instructional improvements, mentor teachers effectively, and respond to pedagogical challenges with credibility and confidence. These findings suggest that a comprehensive and strategic application of supervisory program policies not only enhances teacher performance in the classroom but also fosters a culture of collaboration, adaptability, and shared responsibility. For educational leaders and policymakers, the results advocate for continuous training and development of school heads in the core areas of supervision. Investing in their capacity to manage time, resolve conflicts, communicate, oversee operations, and apply technical knowledge will have a cascading positive impact on teaching quality, student learning, and overall school effectiveness.

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Appendix A. An example appendix

Appendix A SURVEY QUESTIONNAIRE

SUPERVISORY STRATEGIES AND PROGRAM OF SCHOOL HEADS AND ITS RELATIONSHIP TO TEACHER WORK PERFORMANCE: BASES FOR A SUPPORT SUPERVISORY FRAMEWORK

Respondent No: ____

Name (Optional): _____

School: _____

IPCRF/RPMS 2023-2024 Rating: _____

PART I. SUPERVISORY STRATEGIES

Instructions: Please rate each statement based on the supervisory strategies you employed by the school heads in terms of general and instructional supervision. You are requested to give your honest assessment by putting a check (✓) on the designated box of your choice. Follow the criteria below:

Scoring of Responses:

- 5- Exceptional (Highly Applied)
- 4- Proficient (Sometimes Applied)
- 3- Satisfactory (Applied)
- 2- Developing (Rarely Applied)
- 1- Beginning (Never Applied)

A. General Supervision

Our school head.....

Indicative Statements	5	4	3	2	1
1. Ensures teachers adhere to curriculum guidelines and teaching standards.					
2. Monitors the implementation of instructional strategies and methodologies.					
3. Provides constructive feedback on teaching methods and classroom management.					
4. Reviews lesson plans and instructional materials for alignment with educational objectives.					
5. Conducts regular classroom observations to assess teaching effectiveness.					
6. Supports teachers in addressing student behavioral issues.					
7. Facilitates professional development opportunities for teachers.					
8. Collaborates with teachers to identify areas for improvement.					

9. Ensures effective utilization of educational technology and resources.					
10. Reviews student assessment data and implementing interventions.					
11. Fosters a culture of collaboration among teachers.					
12. Supports teachers in implementing differentiated instruction.					
13. Assists in integrating real-world applications into the curriculum.					
14. Advocates for teachers' needs within the administration.					
15. Models effective teaching practices and maintaining high expectations.					

B. Instructional Supervision

Our school head

Indicative Statements	5	4	3	2	1
1. Observes classroom instruction to provide feedback and support.					
2. Conducts regular evaluations of teaching performance.					
3. Provides guidance on lesson planning and curriculum development.					
4. Offers resources and materials to enhance teaching effectiveness.					
5. Facilitates professional development opportunities tailored to teachers' needs.					
6. Collaborates with teachers to set instructional goals and objectives.					
7. Analyzes student data to inform instructional decision-making.					
8. Supports teachers in implementing innovative teaching strategies.					
9. Provides coaching and mentoring to improve instructional practices.					
10. Ensures alignment of instruction with academic standards and learning objectives.					
11. Offers constructive feedback on classroom management techniques.					
12. Encourages reflective teaching practices among staff.					
13. Monitors the integration of technology into teaching and learning.					
14. Promotes differentiated instruction to meet diverse student needs.					

15. Creates a culture of continuous improvement in teaching and learning.					
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PART II. IMPLEMENTATION OF SUPERVISORY PROGRAM

Instructions: Please rate the extent of implementation of supervisory program of your school head in your school. You are requested to give your honest assessment by putting a check (✓) on the designated box of your choice. Follow the criteria below:

Scoring of Responses:

- 5- Strongly Agree (Highly Extent)
- 4- Sometimes Agree (Sometimes Extent)
- 3- Agree (Extent)
- 2- Disagree (Low Extent)
- 1- Strongly Disagree (Very Low Extent)

A. Oversight

Our school head ...

Indicative Statements	5	4	3	2	1
1. Establishes clear protocols and procedures for monitoring and evaluating teachers' performance, ensuring consistency and fairness in oversight.					
2. Regularly reviewing classroom observations, lesson plans, and student assessments to assess teaching effectiveness and provide feedback for improvement.					
3. Conducts periodic meetings with teachers to discuss progress, address concerns, and set goals aligned with the school's objectives.					
4. Utilizes data analysis tools to track student outcomes and identify areas where additional support or intervention may be needed.					
5. Collaborates with other administrators and stakeholders to ensure alignment between supervisory efforts and broader school improvement initiatives.					

B. Conflict Management

Our school head ...

Indicative Statements	5	4	3	2	1
1. Develops strategies for proactive conflict resolution through open communication and mediation techniques.					
2. Provides training and professional development opportunities for teachers and staff on conflict resolution skills.					
3. Creates a supportive and inclusive school culture where conflicts are addressed constructively and fairly.					
4. Implements clear policies and procedures for addressing conflicts between teachers, students, and parents.					
5. Serves as a neutral mediator when conflicts arise, facilitating discussions and helping parties find mutually acceptable					

solutions.					
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C. Communication

Our school head ...

Indicative Statements	5	4	3	2	1
1. Establishes regular communication channels, such as meetings, emails, or newsletters, to disseminate important information to teachers and staff.					
2. Provides opportunities for open dialogue and feedback between teachers and supervisors to foster a collaborative work environment.					
3. Ensures clarity and transparency in communication regarding expectations, goals, and performance evaluations.					
4. Implements mechanisms for two-way communication where teachers can voice concerns, share ideas, and provide input on school policies and procedures.					
5. Utilizes technology platforms, such as online portals or messaging apps, to facilitate efficient and timely communication among teachers, administrators, and other stakeholders.					

D. Time Management

Our school head ...

Indicative Statements	5	4	3	2	1
1. Develops schedules and timelines for supervisory activities, such as classroom observations, meetings, and professional development sessions, to ensure efficient use of time.					
2. Prioritizes supervisory tasks based on their importance and urgency to effectively allocate time and resources.					
3. Provides teachers with clear expectations and deadlines for completing tasks and assignments related to professional development and performance evaluation.					
4. Utilizes technology tools, such as scheduling software or digital calendars, to streamline administrative tasks and minimize time spent on logistical coordination.					
5. Encourages time management best practices among teachers, such as setting goals, prioritizing tasks, and minimizing distractions, to enhance productivity and effectiveness.					

E. Technical Knowledge

Our school head ...

Indicative Statements	5	4	3	2	1
1. Provides ongoing training and professional development opportunities for head teachers to stay updated on current					

educational trends, teaching methodologies, and best practices in supervision.					
2. Offers resources and support for head teachers to enhance their technical knowledge in areas such as data analysis, assessment tools, and educational technology.					
3. Facilitates collaboration and knowledge-sharing among head teachers to leverage collective expertise and experience.					
4. Partners with external experts or consultants to provide specialized training or support in areas where additional technical knowledge is needed.					
5. Encourages head teachers to pursue advanced degrees, certifications, or specialized training programs to deepen their technical expertise and leadership skills.					

PART III. WORK PERFORMANCE

Instructions: Please rate each statement based on the status of your work performance. You are requested to give your honest assessment by putting a check (✓) on the designated box of your choice. Follow the criteria below:

Scoring of Responses:

- 5- Very High Performed
- 4- High Performed
- 3- Moderately Performed
- 2- Lowly Performed
- 1- Very Lowly Performed

A. Task Performance

As a teacher I always make sure that...

Indicative Statements	5	4	3	2	1
1. Planning and delivering effective lessons that align with curriculum standards and educational objectives.					
2. Assessing student progress and adjusting instruction accordingly to meet individual learning needs.					
3. Maintaining accurate records of student attendance, grades, and academic progress.					
4. Creating a positive and inclusive classroom environment conducive to learning.					
5. Providing timely and constructive feedback to students to facilitate their growth and development.					
6. Collaborating with colleagues and parents to support student success and address any concerns.					
7. Participating in professional development activities to enhance teaching skills and subject knowledge.					
8. Integrating technology and other instructional resources effectively into lessons.					

9. Implementing strategies to manage classroom behavior and promote a respectful learning environment.					
10. Engaging in reflective practice to evaluate and improve teaching methods and outcomes.					

B. Adaptive Performance

As a teacher I always make sure that...

Indicative Statements	5	4	3	2	1
1. Demonstrating flexibility in adjusting teaching methods to accommodate diverse learning styles and abilities among students.					
2. Responding positively to unexpected changes or challenges in the classroom environment.					
3. Adapting instructional strategies to address the individual needs of students with learning disabilities or behavioral challenges.					
4. Collaborating with colleagues to share best practices and problem-solve challenging situations.					
5. Showing resilience in the face of setbacks or difficulties, maintaining a positive attitude towards teaching and learning.					
6. Seeking out professional development opportunities to stay current with new teaching methodologies and technologies.					
7. Embracing cultural diversity and incorporating multicultural perspectives into curriculum and classroom activities.					
8. Building strong relationships with students and their families to foster a supportive learning community.					
9. Modifying assessments and assignments to provide appropriate accommodations for students with special needs.					
10. Demonstrating empathy and understanding towards students' socio-emotional needs, offering support and guidance as necessary.					

C. Contextual Performance

As a teacher I always make sure that...

Indicative Statements	5	4	3	2	1
1. Actively participating in school-wide committees, events, and extracurricular activities to contribute to the overall school community.					
2. Supporting colleagues by sharing resources, offering assistance, and collaborating on projects beyond the scope of their individual classrooms.					
3. Demonstrating professionalism in interactions with students, parents, administrators, and other staff members.					
4. Serving as a positive role model for students by upholding high ethical standards and modeling responsible behavior.					

5. Engaging in continuous professional development to stay informed about educational trends and best practices.					
6. Taking initiative to improve school culture and climate by promoting a positive and inclusive learning environment.					
7. Communicating effectively with parents and guardians to keep them informed about their child's progress and address any concerns.					
8. Contributing to the development and implementation of school-wide policies, procedures, and initiatives.					
9. Demonstrating a commitment to lifelong learning and personal growth through participation in professional organizations and conferences.					
10. Being adaptable and willing to take on additional responsibilities as needed to support the goals and mission of the school.					

PART IV: IPCRF/RPMS Ratings

Instructions: Please rate each statement based on the status of your work IPCRF/RPMS Ratings. You are requested to give your honest assessment by putting a check (✓) on the designated box of your choice. Follow the criteria below:

Scoring of Responses:

- 5- Outstanding
- 4- Very Satisfactory
- 3- Satisfactory
- 2- Unsatisfactory
- 1- Poor

Key Results Areas	5	4	3	2	1
1. Content Knowledge and Pedagogy					
2. Learning Environment and Diversity of Learners					
3. Curriculum Planning & Assessment and Reporting					
4. Personal Growth and Professional Development					
5. Plus Factor					

--END OF SURVEY--

Appendix B

LEVEL OF INTERNAL CONSISTENCY OF THE RESEARCH INSTRUMENT

Subscales	No. of items	Chrombach's Alpha
1. Ensures teachers adhere to curriculum guidelines and teaching standards.	0.58	Exceptional / Highly Applied
2. Monitors the implementation of instructional strategies and methodologies.	0.62	Exceptional / Highly Applied
3. Provides constructive feedback on teaching methods and classroom management.	0.59	Exceptional / Highly Applied
4. Reviews lesson plans and instructional materials for alignment with educational objectives.	0.62	Exceptional / Highly Applied
5. Conducts regular classroom observations to assess teaching effectiveness.	0.62	Exceptional / Highly Applied

Reliability Test Results

Subscales	No. of Items	Cronbach's Alpha	Interpretation
Supervisory Strategies			
General Supervision	15	0.940	Excellent
Instructional Supervision	15	0.955	Excellent
Implementation of Supervisory Program			
Oversight	5	0.882	Good
Conflict Management	5	0.915	Excellent
Communication	5	0.899	Good
Time Management	5	0.862	Good
Technical Knowledge	5	0.915	Excellent
Teacher's Work Performance			
Task	10	0.924	Excellent
Adaptive	10	0.870	Good
Contextual	10	0.837	Good

Legend: $a \geq 0.9$ Excellent, $0.9 > a \geq 0.8$ Good, $0.8 > a \geq 0.7$ Acceptable, $0.7 > a \geq 0.6$ Questionable, $0.6 > a \geq 0.5$ Poor, $0.5 > a$ Unacceptable

Appendix C

SUPERVISORY FRAMEWORK

Strengthening Supervision for Teachers Performance

I. Rationale

The Department of Education's Results-Based Performance Management System (RPMS) grounded in the Philippine Professional Standards for Teachers (PPST) targets quality teaching, responsive learning environment, and sustained teacher growth. The Individual Performance Commitment and Review Form (IPCRF) is the main instrument for assessing teachers' competencies.

The study's findings revealed that school heads have significant roles in enhancing teacher performance through consistent supervision, professional support, and data-informed leadership. Teachers in Sampaloc District demonstrated "Very Satisfactory" performance in all KRAs of the IPCRF, with strength in KRA 4: Professional Growth and areas for support in KRA 2: Learning Environment.

Thus, the SUPPORT+ Framework is introduced to guide school heads in aligning their supervisory practices directly in response to the performance indicators outlined in the DepEd RPMS-PPST, promoting peak performance and instructional excellence.

II. SUPPORT+ Framework Components

S	Strategic Supervision - Conduct lesson observations aligned with PPST objectives. - Use COT tools and RPMS indicators to assess instruction. - Collaborate with teachers in goal-setting based on IPCRF feedback.
U	Unified Professional Development - Implement LAC sessions and coaching plans based on IPCRF gaps. - Provide differentiated PD: e.g., technology for KRA 1, inclusion for KRA 2.

	– Encourage teachers to self-reflect using RPMS Portfolio documentation.
P	Proactive Conflict Resolution – Facilitate inclusive and safe school environments by resolving conflicts fairly. – Conduct training on emotional intelligence and conflict de-escalation. – Integrate shared agreements into School-Based Management (SBM) practices.
P	Performance Monitoring and Feedback – Use IPCRF COT results and MOVs to give targeted feedback. – Schedule mid-year and year-end coaching conferences. – Provide developmental feedback using the 4 RPMS rating levels (3–5).
O	Optimized Time and Task Management – Build and implement year-long supervisory calendars aligned with RPMS cycle. – Schedule timely classroom observations and submission of MOVs. – Promote time-efficient workflows for both admin and teaching tasks.
R	Responsive Communication Systems – Strengthen feedback mechanisms among school heads, teachers, and stakeholders. – Utilize communication tools (e.g., Messenger, email, Google Classroom) for coordination. – Support teacher-led initiatives to enhance community linkages.
T	Technical Competence Empowerment – Strengthen teacher understanding of learning competencies and assessment tools. – Train teachers in using data from formative/summative assessments. – Support the integration of ICT tools to meet PPST Objective 5.

Discussion Guide

Strategic Supervision

Strategic supervision is focused on standards-based monitoring of instructional practice. The study findings indicate that instructional and general supervision correlate highly with teacher performance. This dimension encourages frequent observation of classrooms, review of lesson plans, and walkthroughs according to the PPST indicators and COT-RPMS instruments.

A strong supervisory strategy ensures teaching aligns with curriculum standards, academic requirements, and learning abilities. Feedback in coherence with teachers' RPMS plans strengthens their ability to deliver high-quality instruction. Supervision becomes developmental rather than evaluative, where teachers can learn and improve themselves.

Unified Professional Development

Professional development works best when it is data-driven, continuous, and collaborative. The study's findings indicated that teachers rated Professional Development and Personal Growth the highest, indicating a high commitment to ongoing learning. A supervisory structure, however, must be present to sustain and direct this development from committed needs.

This is centered around LAC sessions, peer coaching, webinars, and mentoring, all connected to actual IPCRF outcomes. For instance, if teachers in a cohort had lower grades in assessment design, a formative assessment strategies session can be held. This will make it possible for all that is undertaken in professional development to be responsive to teacher performance gaps in real time, thus making support more effective.

Proactive Conflict Resolution

A safe and supportive learning environment means that school leaders must handle conflicts in advance. The study's results indicate that managing conflict is considerably practiced and positively correlates with teacher performance. Proactive approaches (e.g., mediation skills training and teacher conflict circles) are a bit less prioritized.

This component encourages timely identification and resolution of interpersonal, instructional, or organizational conflicts before escalation. Through an open dialogue school culture, teachers can focus on instruction and student engagement without distraction or fear. Conflict resolution is also essential in developing professionalism, collaboration, and respect for one another among staff members—pillars of effective school culture.

Performance Monitoring and Feedback

The study's findings indicate a high correlation between feedback mechanisms and teacher work

performance, particularly if aligned with IPCRF indicators. This component ensures teachers receive timely, constructive, and data-driven feedback through coaching conferences, performance reviews, and formative observation.

Supervisory feedback not only evaluates but also encourages and directs teachers toward objectives. With the use of absolute IPCRF ratings and COT forms, school heads can assist teachers in monitoring their improvement over time. Periodic performance feedback enables early detection of difficulties and the provision of specific interventions, fostering a high-accountability and high-support context.

Optimized Time and Task Management

Time management is important in maintaining equilibrium among supervision, teaching, and administrative tasks. As per the study, time management is utilized extremely high and positively impacts teachers' performance.

This component highlights planning tools like supervision calendars, to-do lists, and utilization of digital platforms (e.g., Google Calendar, Trello) to ensure critical supervisory activities—such as COTs, feedback sessions, and PD activities—are undertaken without undue delay. Having school heads set good time management examples enables teachers to do the same, maximizing productivity and minimizing burnout.

Responsive Communication Systems

Responsive communication deepens trust and cooperation in the school. The study points out that although communication is practiced on a high scale, utilization of technology-enhanced channels (e.g., online portals and chat apps) still needs to be enhanced.

This component fosters two-way communication systems, in which teachers are not merely receivers of information but also participative contributors to decision-making and policy formulation. School heads can establish an open and participatory school culture by including formal and informal feedback loops—such as online suggestion boxes, consultative meetings, and feedback chats.

Technical Competence Empowerment

The study indicated that school principals efficiently facilitate technical know-how among educators, particularly through professional development and collaboration. However, aspects such as ICT integration and training by external experts were a bit less focused and required enhancement.

This component is about developing teachers' instructional, assessment, data literacy, and edtech skills—key areas assessed in the IPCRF. Training on the utilization of learning analytics, LMS tool integration (e.g., DepEd Commons, Google Classroom), and the creation of inclusive, competency-based assessments can be arranged by school heads. Technically empowering teachers allows them to address learners' different and changing needs.

III. FRAMEWORK TOOLS and MATRICES

Tool	Purpose
1. IPCRF Gap Analysis Matrix	– Identify teacher needs across RPMS KRAs, focusing on improving classroom management, creating inclusive environments, and addressing diverse learner needs.
2. RPMS-Aligned Supervision Plan	– Plan COTs, feedback sessions, and coaching to support teachers in enhancing the learning environment and addressing the diverse needs of learners.
3. MOV Monitoring Template	– Track submission and quality of documents to ensure alignment with best practices in classroom management and inclusive teaching for diverse learners.

The tools in this section are essential components designed to address the supervisory needs of teachers and align their performance with the Learning Environment and Diversity of Learners criteria in the IPCRF/RPMS. The researcher developed these tools to support school heads in effectively managing and guiding their teachers. Each tool is crafted to facilitate efficient monitoring, assessment, and continuous professional development. By utilizing these instruments, school heads can identify key areas for improvement, provide targeted interventions, and track the long-term development of teachers in fostering inclusive and engaging learning environments for diverse learners.

1. IPCRF Gap Analysis Matrix

The IPCRF Gap Analysis Matrix determines and quantifies teachers' detailed needs under the Key Result Areas (KRAs) of the Results-Based Performance Management System (RPMS). The matrix helps school heads evaluate gaps in the performance and competencies of teachers, specifically in aspects of Learning Environment (KRA 2) and Diversity of Learners (KRA 3). School heads can identify areas where teachers require assistance, more training, or resources by examining these gaps. This gives a clear, fact-based picture of where intervention is required, allowing school heads to target their supervisory efforts in areas to enhance teacher performance.

The matrix is a diagnostic tool, so school heads can evaluate how well teachers perform regarding RPMS KRA expectations. For instance, if a teacher has difficulty managing the classroom or establishing an inclusive learning environment, the matrix identifies whether the problem is due to a lack of skills, resources, or both. This specific approach allows school heads to provide the appropriate support to improve teaching effectiveness and respond more effectively to the varied needs of learners.

Matrix Guide Format:

Teacher's Name	RPMS KRA	Indicators	Current Performance Rating	Identified Gaps/Needs	Suggested Interventions	Resources/Support Required
<i>Record the name of the teacher being assessed.</i>	<i>Indicate the specific Key Result Area under which the teacher is being assessed (e.g., KRA 1: Content Knowledge and Pedagogy, KRA 2: Learning Environment, KRA 3: Diversity of Learners).</i>	<i>List the specific performance indicators that correspond to the relevant KRA. These indicators are typically defined in the RPMS guidelines and will vary based on the specific KRA being assessed.</i>	<i>Record the teacher's current performance rating for each indicator. This rating is typically based on the teacher's self-assessment, peer reviews, or the school head's evaluation.</i>	<i>Identify any gaps in the teacher's performance based on the assessment. This could include areas where the teacher needs further support, training, or resources.</i>	<i>Propose specific interventions that can help address the identified gaps. These could include professional development (PD) programs, coaching sessions, peer observations, or other tailored interventions.</i>	<i>Specify the resources and support that will be necessary to implement the suggested interventions. This may include materials, external facilitators, mentoring, or administrative support.</i>

2. RPMS-Aligned Supervision Plan

The RPMS-Aligned Supervision Plan is an instrument that is employed to design and enact Continuous Observation and Teaching (COT), feedback sessions, and coaching activities. It coordinates supervisory activities with the RPMS goals and standards, and so ensures that all interventions aim at increasing teacher competencies in priority areas like Learning Environment (KRA 2) and Diversity of Learners (KRA 3). Through this tool, school heads can successfully prioritize observation sessions and support activities that will most likely lead to significant teacher performance improvement.

With the help of this, school administrators can identify individual teachers or areas for improvement and develop individualized or team interventions. Coaching and feedback sessions offer immediate

performance measurements and instant support, building the habit of constant improvement.

Tool Guide:

Teacher's Name	RPMS KRA	Supervision Focus Area	Scheduled Observation/Activity	Activity Type	Purpose/Goal	Follow-up Action/Support	Date of Next Review
Record the name of the teacher being observed or coached.	Indicate the specific Key Result Area(s) under which the supervision activities are focused (e.g., KRA 1: Content Knowledge and Pedagogy, KRA 2: Learning Environment, KRA 3: Diversity of Learners).	Identify the specific area(s) within the KRA that will be observed or targeted during the supervision activities. These areas may include lesson planning, classroom management, differentiated instruction, etc.	Specify the date or schedule for the Continuous Observation and Teaching (COT), feedback session, or coaching activity.	Indicate the type of activity being conducted, such as COT, feedback session, or coaching. Each activity serves a different purpose, such as real-time observation, ongoing support, or post-observation feedback.	Define the specific purpose or goal of the activity. This could be to assess alignment with the curriculum, improve teaching strategies, enhance classroom management, etc.	List any follow-up actions or support needed to address the areas observed. This could include offering professional development (PD) sessions, providing additional resources, conducting peer observations, or scheduling further coaching.	Specify when the next review or observation session will occur to assess progress and make adjustments if necessary.

3. MOV Monitoring Template

The MOV (Means of Verification) Monitoring Template monitors the submission and quality of crucial documents like student evaluations, lesson plans, and other teaching reports. It helps school heads monitor the timely submission of the documents and evaluate their quality, directly influencing teaching effectiveness, accountability, and the Learning Environment (KRA 2). Assuring teachers adhere to required standards and deadlines, the MOV Monitoring Template facilitates professionalism in teaching and effective school administration.

Submission of documents is crucial to ensuring accountability and transparency in teaching. This instrument will assist school heads in monitoring teachers' progress in submitting required documents, which are vital in ensuring a positive learning environment and supporting diverse learners. This tool helps identify teachers who might have challenges with time management, documentation processes, or adherence to school policies. By consistently employing this tool, school heads can act strategically, providing focused support in the form of training in time management or professional learning in documentation best practices, which will

ultimately enhance instruction quality and responsiveness to the needs of all learners.

Tool Guide:

Teacher's Name	Document Type	Submission Deadline	Date Submitted	Quality of Submission (rating)	Feedback/Comments	Follow-up Action	Date of Next Review
Record the name of the teacher whose document submission is being tracked.	Identify the type of document being monitored (e.g., lesson plan, student assessment, teaching report).	Specify the deadline by which the document is due for submission.	Record the actual date on which the document was submitted.	Assess the quality of the submitted document. This can be rated on a scale (e.g., Excellent, Good, Fair, Poor) based on completeness, alignment with standards, clarity, and relevance.	Provide specific feedback regarding the document's strengths and areas for improvement. This could include comments on the document's content, structure, alignment with learning objectives, or adherence to school policies.	Identify any necessary follow-up actions, such as providing additional support, offering professional development, or scheduling a one-on-one meeting to discuss improvements.	Specify when the next review or submission will take place to track the teacher's progress in addressing feedback and improving their documentation practices.

IV. EVALUATION AND SUSTAINABILITY

This section describes the strategies aimed at assessing and maintaining the supervisory model's effectiveness in improving the teachers' performance and assisting the learning environment. The evaluation process allows for tracking the adopted strategies, changing them, and aligning them with the school's goals, especially responding to the Learning Environment and the Diversity of Learners. The activities mentioned in this section are helpful in encouraging constant professional development, guaranteeing accountability, and nourishing a culture of continuous improvement. These efforts work towards the framework's long-term success by ensuring teachers are assisted in their development, are accountable for their growth, and are empowered with the necessary tools to give all students an inclusive and practical learning experience.

Quarterly IPCRF	– Offer the school heads and teachers a chance to review and reflect on
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Reflection Workshops	RPMS progress, emphasizing improving the Learning Environment and responding to the Diversity of Learners. – Encourages ongoing professional development and peer feedback so teachers adapt practice for inclusive teaching.
Biannual Teacher Performance Summits	– Assess teachers' performance based on RPMS results, exchange best practices, and align goals for enhancing the Learning Environment and assisting diverse learners. – Fosters collaboration, strategy sharing, and support realignment for inclusive teaching.
Annual Supervisory Audit Report Using RPMS Results	– Evaluate the success of supervisory practices and their influence on the Learning Environment and Diversity of Learners according to RPMS data. – Offers evidence-based information to inform supervisory practices and align them with school objectives.
Incorporation of Framework in SIP/AIP and School Reports	– Integrate the supervisory structure into SIP/AIP to support long-term objectives, prioritizing the Learning Environment and Diversity of Learners. – Facilitates incorporating supervisory practice into school development plans and budgeting for inclusive education.

V. EXPECTED IMPACT

This framework's intended impact is to improve teachers' performance and overall educational results by making supervisory practices responsive to the Results-Based Performance Management System (RPMS) objectives. The framework will extend specific support to teachers based on individual needs, promoting a collaborative and growth-oriented learning environment. Specifically emphasizing key areas in the Learning Environment and Diversity of Learners, it aims to enhance alignment with DepEd standards, enhance teacher competencies, and empower teachers through ongoing reflection and professional growth. The actualization of this framework is envisioned to lead to concrete improvements in teacher performance, education quality, and the general learning experience of students.

1. Targeted Supervision Tailored to Actual RPMS Performance	Supervision was tailored to specific teacher needs using RPMS data, providing targeted support that resulted in performance improvements.
2. Improved Ratings in KRA 2 (Learning Environment) and KRA 3 (Diversity of Learners)	Linked supervisory practices helped educators strengthen classroom environments and address the needs of diverse learners, leading to higher RPMS ratings.
3. Stronger Alignment Between DepEd Standards and Actual Supervisory Practices	Supervisory practices were aligned with DepEd standards, ensuring consistency and enhancing the overall quality of education.
4. Empowered, Reflective, and Supported Teaching Staff	The framework promoted a culture of continuous development by equipping teachers with resources, constructive feedback, and opportunities for professional growth, fostering a reflective and supportive teaching community.