

TRUST IN COLLABORATION TO SUPERVISORY MODELS AND WORKING ALLIANCE TOWARDS INSTRUCTIONAL COMPETENCE OF THE TEACHERS

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Abstract

This study examined how supervisory models influence teachers' instructional competence, with emphasis to the mediating roles of trust in collaboration and working alliance. Using a quantitative, descriptive-correlational research design, data were collected through validated survey instruments from 180 elementary teachers in Candelaria West District, Division of Quezon. Surveys were collected through face-to-face interactions and Google forms. Data were analyzed using descriptive statistics, Pearson correlation, regression, mediation, and moderation analyses.

Teachers perceived that trust in collaboration and a positive working alliance with school heads made them feel more confident in their curriculum planning, instructional practices, classroom management, and assessment. Results showed a significant positive relationship among supervisory models, trust in collaboration, working alliance, and instructional competence, resulting improved teaching performance among teacher respondents.

Regression analysis shows that supervisory models significantly predicted instructional competence. Trust in collaboration significantly mediated the relationship between supervisory models and instructional competence which indicates that though supervision does not directly enhance teachers' competence; it increases when teachers perceive a sense of trust, openness, and shared responsibility.

In addition, working alliance played as mediating factor in strengthening teachers' instructional competence. It also shows that school supervision has a direct impact on teachers' instructional competence. When teachers and school heads maintained clear goals, mutual respect, and shared accountability, teachers' instructional competence may enhance.

Teachers and school heads in Candelaria West District recognized that effective supervision that when supervision is grounded in trust and strong professional relationships, teachers become more open to feedback, more reflective in practice, and more motivated to improve in their teaching performance.

Keywords: Supervisory Models, Trust in Collaboration, Working Alliance, Instructional Competence

1. Introduction

The primary focus of the Department of Education's efforts is to enhance student learning. The system has made significant progress in transforming all aspects that may impact learner performance. However, data and even simple observations in the classroom will indicate that certain pupils are failing

academically. We could blame instructors and their teaching practices for this lack of student learning. The difficulties teachers have in learning how to teach and improving their teaching on the job are at the heart of the key problems in pre-service and in-service teacher education (Darling-Hammond, 2017).

Supervisory models are fundamental to instructional leadership, as they shape the interactions between school leaders and instructors, as well as the feedback provided. Multiple supervision models have been recognized, such as clinical supervision, conceptual supervision, contextual supervision, differentiated supervision, and developmental supervision (Liu & Hallinger, 2018). Clinical supervision prioritizes systematic observations and comments, whereas conceptual supervision underscores theoretical principles for teaching methodologies. Contextual supervision accounts for situational aspects influencing teaching, differentiated supervision customizes supervisory methods according to teachers' requirements, and developmental supervision corresponds with the stages of teachers' professional advancement. Determining the most efficacious supervisory approaches in the Candelaria West District can assist school administrators in enhancing support for teachers' professional development.

A key component of effective supervision is the working alliance between school heads and teachers, which consists of mutual agreement on goals, assigned tasks, and professional bonding (Cansoy & Parlar, 2018). A strong working alliance fosters collaboration, enhances trust, and increases teachers' motivation to implement instructional improvements. School heads who establish clear goals, define tasks, and develop professional relationships with teachers create an environment conducive to continuous learning and instructional excellence. This study investigates how teachers perceive their school heads' ability to build and maintain a productive working alliance.

In addition to supervisory models and working alliances, trust in collaboration plays a vital role in enhancing teachers' instructional competence. Trust serves as the foundation of productive professional relationships between school heads and teachers, enabling open communication, mutual respect, and shared responsibility in instructional improvement. As defined by Tschannen-Moran and Hoy (2000), trust involves a willingness to be vulnerable based on confidence in another's benevolence, reliability, competence, honesty, and openness. In supervisory contexts, this trust is reflected both in the process—the belief that supervisory interactions are fair and development-focused—and the output—the belief that outcomes will be beneficial to teaching practice.

When teachers trust their supervisors, they are more likely to engage in reflective dialogue, accept feedback, and collaborate on instructional innovations (Bryk & Schneider, 2002). Conversely, a lack of trust may lead to passive compliance or resistance, regardless of the supervisory model used. Therefore, this study explores how teachers in the Candelaria West District perceive trust in collaboration as a moderating factor in the relationship between supervisory approaches, working alliances, and their instructional competence. The findings aim to inform school leaders of the critical role that relational trust plays in effective teacher supervision and professional development.

1.1 Statement of the Problem

The study aimed to describe the relationships among trust in collaboration, supervisory models, and the working alliance, and their impact on teachers' instructional competence.

Specifically, this sought to answer the following questions:

1. How do the teachers perceive their school heads' supervisory models in terms of:
 - 1.1. Clinical Supervision;
 - 1.2. Conceptual Supervision;
 - 1.3. Contextual Supervision;
 - 1.4. Differentiated Supervision; and
 - 1.5. Developmental Supervision?
2. How do the teachers perceive their instructional competence as to:

- 2.1. Content Knowledge and Pedagogy;
 - 2.2. Learning Environment;
 - 2.3. Diversity of Learners;
 - 2.4. Curriculum and Planning;
 - 2.5. Assessment and Reporting;
 - 2.6. Community Linkages and Professional Engagement; and
 - 2.7. Personal Growth and Professional Development
3. How do the teachers perceive the supervisory working alliance between themselves and their school head in terms of:
- 3.1. Agreements on the goals;
 - 3.2. Agreements on the tasks; and
 - 3.3. Agreements on the bond?
4. How do the teachers perceive trust in collaboration in terms of:
- 4.1 . Trust in the process; and
 - 4.2 . Trust in the product?
5. Is there a significant relationship between the school heads' supervisory models and teachers' instructional competence?
6. Is there a significant relationship between the school heads' supervisory models and supervisory working alliance with teachers?
7. Is there a significant relationship between the supervisory working alliance and instructional competence?
8. Does the supervisory working alliance significantly mediate the relationship between the supervisory models and instructional competence?
9. Does the trust in collaboration significantly moderate the relationship between supervisory models and working alliance?
10. Does the trust in collaboration significantly moderate the relationship between supervisory models and instructional competence?

1.Methodology

This study employed a descriptive-correlational research design to examine the relationship between school heads' supervisory styles, working alliance, and trust in collaboration, and their impact on teachers' instructional competence. The descriptive component allowed for a comprehensive analysis of how teachers perceived their school heads' supervisory approaches, the professional working alliance they established, and the level of trust in collaboration that existed within their interactions (Creswell & Creswell, 2018). Meanwhile, the correlational aspect determined the strength and direction of relationships among these variables. This design was appropriate for identifying patterns without manipulating variables, making it ideal for understanding complex educational settings (Fraenkel, Wallen, & Hyun, 2019).

A quantitative approach was utilized to systematically measure the perceptions of teachers in Candelaria West District regarding their school heads' supervisory practices. Data were collected using researcher-made survey instruments, designed to capture teachers' insights on their school heads' supervisory styles, the strength of the working alliance, and the level of trust in collaboration that existed within their interactions. Pearson correlation analysis was employed to assess the statistical significance of relationships among these study variables, ensuring findings were supported by objective and quantifiable data (Cohen, Manion, & Morrison, 2018).

The findings of this study provided empirical insights into effective supervisory practices in schools. By identifying which supervisory models and the level of trust in collaboration were strongly correlated with improved instructional competence, the study contributed to the development of

evidence-based leadership strategies. The results served as a valuable resource for school administrators, policymakers, and educators in refining supervision models that enhanced teacher development and improved overall instructional quality. Ultimately, this study aimed to bridge gaps in educational leadership research by offering a structured understanding of how school supervision and teacher support mechanisms contributed to instructional excellence.

Construction. A researcher-developed survey questionnaire as the primary data collection instrument to gather teachers' perceptions regarding school heads' supervisory models, working alliance, and technical assistance, and their impact on instructional competence. The questionnaire was structured into four sections: (1) demographic information of respondents, (2) supervisory styles, which evaluated clinical, conceptual, contextual, differentiated, and developmental supervision, (3) trust in collaboration, which measured trust in the process and trust in the product, and (4) supervisory working alliance, which assessed mutual agreements on goals, tasks, and professional bonds. The final section focused on teachers' self-assessment of their instructional competence in areas such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

Validation. The questionnaire underwent content validation by educational experts to ensure clarity, relevance, and reliability. A pilot test was conducted with a small sample of teachers to assess the instrument's reliability and consistency, and necessary revisions were made before full-scale implementation. Data were collected from teachers in Candelaria West District and analyzed using descriptive statistics and Pearson correlation to determine the relationships among the study variables.

To ensure consistency and ease of analysis, the questionnaire employed a four-point Likert scale, where respondents rated the extent to which each statement reflected their experiences and perceptions. The scale used in Part II to Part IV was as follows: 4–Manifest to a Great Extent (MGE), 3–Manifest to a Fair Extent (MFE), 2–Manifest to a Little Extent (MLE), and 1–Manifest to a Negligible Extent (MNE), while the scale used in Part V was 4–Highly Competent, 3–Competent, 2–Moderately Competent, and 1–Not Competent. This scaling method provided a structured and quantifiable means of assessing the degree to which supervisory practices and technical assistance influenced teachers' instructional competence.

The researcher followed a systematic procedure to ensure the smooth implementation of the study. First, formal permission was secured from the Schools Division Superintendent of Quezon through the Public Schools District Supervisor of Candelaria West District. A letter of request was sent detailing the purpose and significance of the study, as well as ensuring adherence to ethical research standards, including confidentiality and voluntary participation of respondents. Once approval was granted, the researcher coordinated with the school heads to facilitate the data collection process.

The respondents were selected using a random sampling, ensuring that teachers from different grade levels and subject areas were proportionally represented. The researcher personally distributed the survey questionnaires to the selected teacher respondents, providing clear instructions on how to answer the instrument. The respondents were given sufficient time to complete the questionnaire, ensuring accurate and thoughtful responses. To maintain anonymity and confidentiality, no identifying information was required, and participation was strictly voluntary.

After the retrieval of the completed questionnaires, the researcher reviewed the responses for completeness and accuracy. The collected data were then organized, tabulated, and analyzed using descriptive statistics and Pearson correlation to determine the relationships among school heads' supervisory styles, working alliance, trust in collaboration, and teachers' instructional competence. Finally, the findings were interpreted, discussed, and presented, with conclusions and recommendations formulated based on the results.

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2.Results and Discussion

Part I. Extent of School Head' Supervisory Model

Table 3

Perceived School Head's Supervisory Model in Terms of Clinical Supervision

My school head.....	Mean	SD	VI
1. conducts pre-observation conferences to discuss lesson objectives, instructional strategies, assessment, and teacher concerns, and to identify goals and areas for improvement.	3.68	0.52	MGE
2. conducts classroom observations in a constructive and supportive manner, focusing on instructional improvement using appropriate observation tools and techniques.	3.79	0.41	MGE
3. provides constructive, research-based feedback after classroom observations to enhance teaching effectiveness.	3.69	0.47	MGE
4. provides individualized coaching and mentoring based on teachers' specific instructional needs.	3.72	0.48	MGE
5. uses data-driven analysis from observations to support instructional decision-making and professional development.	3.73	0.47	MGE
6. holds post-observation conferences to discuss strengths, areas for improvement, and action plans for teaching enhancement through the use of supportive, non-threatening communication.	3.75	0.46	MGE
Overall	3.73	0.39	MGE

Legend: VI-Verbal Interpretation - Manifested to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Table 3 presents the teachers' perceptions of their school head's supervisory practices in terms of clinical supervision. The results show that indicator 2, which pertains to school heads' conduct of classroom observations in a constructive and supportive manner, focusing on instructional improvement

using appropriate observation tools and techniques received the highest mean score of 3.79 (SD=0.41), implying that observations are viewed primarily as tools for instructional improvement rather than fault-finding. This reflects a supervisory approach that fosters trust and professional respect between school heads and teachers.

However, indicator 1 “conducts pre-observation conferences to discuss lesson objectives, instructional strategies, assessment, and teacher concerns, and to identify goals and areas for improvement” receives the lowest mean of 3.68 (SD=0.52). This indicates that teachers feel adequately prepared for observations and supported through personalized guidance aligned with their instructional needs.

The overall mean of 3.73 (SD=0.39) indicating that clinical supervision is practiced to a great extent, suggesting that teachers generally experience a supportive and collaborative supervisory environment. The findings imply that clinical supervision, as practiced by school heads, promotes collaboration, open communication, and professional growth. Such practices contribute to a strong working alliance and may positively influence teachers’ instructional competence.

Table 4

Perceived School Head’s Supervisory Model in Terms of Conceptual Supervision

My school head.....	Mean	SD	VI
1. guides teachers in developing innovative teaching strategies based on educational theories and research.	3.71	0.48	MGE
2. facilitates intellectual discussions and collaborative problem-solving on curriculum and instruction connected to pedagogy, curriculum and real-life application.	3.68	0.50	MGE
3. provides professional development programs that integrate theoretical foundations and their practical applications in the classroom.	3.71	0.47	MGE
4. promotes a culture of inquiry and continuous learning, encouraging teachers to engage in research-based practices.	3.71	0.47	MGE
5. provides teachers with guidance on curriculum planning and instructional design, focusing on student-centered learning, developing conceptual understanding.	3.66	0.51	MGE
6. empowers teachers to take ownership of their professional growth, fostering autonomy in instructional decision-making.	3.74	0.48	MGE
Overall	3.70	0.42	MGE

Legend: VI-Verbal Interpretation - Manifested to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Table 4 presents the teachers’ perceptions of their school head’s supervisory practices in terms of conceptual supervision. Notably, indicator 6, empowering teachers to take ownership of their professional growth, fostering autonomy in instructional decision-making obtained the highest mean (M=3.74, SD=0.48), highlighting the role of conceptual supervision in fostering teacher autonomy and confidence in instructional decision-making.

However, indicator 5, “provides teachers with guidance on curriculum planning and instructional design focusing on student-centered learning, developing conceptual understanding received the lowest mean (M=3.66, SD=0.51), though still interpreted as manifested to a high extent. This indicates that while conceptual guidance is evident, there remains room for further strengthening support in designing instruction that promotes deeper conceptual understanding.

The overall mean of 3.70 (SD=0.42) indicates that conceptual supervision is manifested to a great extent, suggesting that school heads play an active role in strengthening teachers’ theoretical

understanding and instructional thinking. The results suggest that conceptual supervision is clearly evident in the supervisory practices of school heads. By linking theory to practice and encouraging professional reflection, such supervision contributes to trust in collaboration and supports the development of teachers' instructional competence.

Table 5

Perceived School Head's Supervisory Model in Terms of Contextual Supervision

My school head.....	Mean	SD	VI
1. adapts his/her supervisory approaches based on the unique needs and challenges of the school environment.	3.67	0.50	MGE
2. aligns supervision with community values, student demographics, and cultural influences affecting education.	3.67	0.51	MGE
3. encourages teachers to implement localized, contextualized, indigenized, and culturally responsive instructional strategies.	3.73	0.46	MGE
4. provides situational leadership, adjusting his/her supervision style based on teachers' readiness and competence levels.	3.64	0.51	MGE
5. implements a supervisory feedback mechanism focusing on real-world classroom challenges, helping teachers develop practical solutions	3.69	0.50	MGE
6. employs contextual supervision supporting adaptive teaching methods, which allow flexibility in curriculum implementation.	3.71	0.47	MGE
Overall	3.69	0.43	MGE

Legend: VI-Verbal Interpretation - Manifested to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Table 5 presents the teachers' perceptions of their school head's supervisory practices in terms of contextual supervision. The findings show that indicator 3 stating "encourages teachers to implement localized, contextualized, indigenized, and culturally responsive instructional strategies" received the highest mean of 3.73 (SD=0.46) as manifested to great extent. This suggests that school heads actively support teaching practices that are meaningful and responsive to learners' cultural and social backgrounds, which can enhance student engagement and instructional effectiveness.

However, indicator "provides situational leadership, adjusting his/her supervision style based on teachers' readiness and competence levels" has the lowest mean of 3.64 (SD=0.51), which is manifested also to a great extent. This indicate that supervision is flexible and practical rather than rigid or standardized. These practices allow teachers to receive guidance that matches their readiness, competence level, and actual instructional concerns.

The overall mean of 3.69 (SD=0.43) indicates that contextual supervision is practiced to a great extent, suggesting that supervisory approaches are responsive to the specific realities of the school, teachers, and learners. The findings suggest that contextual supervision is strongly evident and contributes to a collaborative supervisory climate grounded in trust and relevance. By recognizing local realities and supporting adaptive instructional practices, school heads help strengthen teachers' instructional competence and professional confidence.

Table 6 below presents the teachers' perceptions of their school head's supervisory practices in terms of differentiated supervision. The findings show that indicators 1 and 4 state that school heads "tailors their supervisory approaches based on teachers' experience, skill level, and professional needs" (M=3.68, SD=0.51) and "provides targeted professional development opportunities that are aligned with

each teacher's specific areas for improvement" ($M=3.68$, $SD=0.50$) both received the highest mean and are interpreted as manifested to great extent. This demonstrate that supervision is personalized to support teachers at different stages of their careers.

Table 6

Perceived School Head's Supervisory Model in Terms of Differentiated Supervision

My school head.....	Mean	SD	VI
1. tailors his/her supervisory approach based on teachers' experience, skill level, and professional needs.	3.68	0.51	MGE
2. develops individualized growth plans to support teachers at different stages of their careers.	3.65	0.53	MGE
3. permits experienced teachers to be given greater autonomy, while novice teachers receive more structured guidance and mentoring	3.65	0.51	MGE
4. provides targeted professional development opportunities that are aligned with each teacher's specific areas for improvement.	3.68	0.50	MGE
5. provides personalized supervisory feedback that acknowledges teachers' strengths while addressing their individual challenges.	3.66	0.50	MGE
6. demonstrates that his/her supervision serves as a support system rather than merely an evaluative process, ensuring teachers feel empowered rather than scrutinized	3.67	0.51	MGE
Overall	3.67	0.44	MGE

Legend: VI-Verbal Interpretation - Manifest to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

The following indicator expresses school heads' "develops individualized growth plans to support teachers at different stages of their careers" and "permits experienced teachers to be given greater autonomy, while novice teachers receive more structured guidance and mentoring" had the lowest mean of 3.65 with the interpretation as manifested to great extent. These practices reflect a supportive supervisory approach that balances guidance with empowerment.

The overall mean of 3.67 ($SD=0.44$) indicates that differentiated supervision is practiced to a great extent, suggesting that school heads are attentive to the individual needs, experience, and professional growth of each teacher. The results suggest that differentiated supervision is strongly evident in the supervisory practices of school heads. By recognizing and addressing the unique professional needs of teachers, such practices contribute to a collaborative supervisory climate and support the ongoing development of instructional competence.

Table 7 below presents the teachers' perceptions of their school head's supervisory practices in terms of developmental supervision. The findings show that indicator 1 stating school heads "assesses teachers' growth levels and provide appropriate support based on their professional development needs received the highest mean of 3.72 ($SD=0.49$) interpreted to manifested to a great extent.

Subsequently, the indicator "conducts regular coaching sessions and reflective discussions are conducted to ensure sustained professional growth has the lowest mean 3.63 ($SD=0.55$) which is manifested to a great extent. These practices suggest that supervision is designed to help teachers reflect on and refine their instructional strategies continuously.

The overall mean of 3.68 ($SD = 0.43$) indicates that developmental supervision is practiced to a great extent, suggesting that school heads actively support teachers' ongoing professional growth and reflective practice. The results suggest that developmental supervision is strongly evident in the supervisory practices of school heads. By emphasizing reflective practice, teacher empowerment, and continuous growth, these practices contribute to enhancing teachers' instructional competence and

professional confidence.

Table 7

Perceived School Head's Supervisory Model in Terms of Developmental Supervision

My school head.....	Mean	SD	VI
1. assesses teachers' growth levels and provides appropriate support based on their professional development needs.	3.72	0.49	MGE
2. ensures that his/her supervision is focused on continuous learning and improvement, rather than just evaluation.	3.71	0.50	MGE
3. secures that feedback is formative and constructive, aimed at helping teachers reflect and refine their teaching strategies.	3.68	0.51	MGE
4. conducts regular coaching sessions and reflective discussions to ensure sustained professional growth.	3.63	0.55	MGE
5. empowers teachers by involving them in decision-making about instructional improvements and school initiatives.	3.67	0.51	MGE
6. encourages a supervision process for a growth mindset, where challenges are seen as opportunities for development rather than deficiencies.	3.68	0.48	MGE
Overall	3.68	0.43	MGE

Legend: VI-Verbal Interpretation - Manifest to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Table 8

Summary Table on the Extent of School Heads' Supervisory Model

Indicators	Mean	SD	Interpretation
Clinical Supervision	3.73	0.39	Great Extent
Conceptual Supervision	3.70	0.42	Great Extent
Contextual Supervision	3.69	0.43	Great Extent
Differentiated Supervision	3.67	0.44	Great Extent
Developmental Supervision	3.68	0.43	Great Extent
Overall	3.69	0.42	Great Extent

Legend: VI-Verbal Interpretation - Manifested to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Table 8 provides an overview of each school heads' supervisory model indicator's mean scores, standard deviations (SD), and interpretations. It is presented in the given table that the school heads' supervisory model is observed with an overall mean of 3.69 and interpreted as to great extent.

On the other hand, clinical supervision garnered the highest mean of 3.73 (SD=0.39) and interpreted to a great extent. It is observed that clinical supervision, as practiced by school heads, promotes collaboration, open communication, and professional growth. Such practices contribute to a strong working alliance and may positively influence teachers' instructional competence.

Table 8 also reflects that the lowest mean score of 3.67 (SD=0.44), interpreted as to great extent, is attributed to differentiated supervision. School heads should be very attentive to the individual needs, experience, and professional growth of each teacher. By recognizing and addressing the unique professional needs of teachers, such practices contribute to a collaborative supervisory climate and support the ongoing development of instructional competence.

Part II. Extent of Teacher's Instructional Competence

Table 9

Perceived Teacher's Instructional Competence in Terms of Content Knowledge and Pedagogy

As a teacher, I.....	Mean	SD	VI
1. apply knowledge of content within and across the curriculum teaching areas.	3.79	0.42	Highly Competent
2. use research-based knowledge and principles of teaching and learning to enhance professional practice.	3.70	0.47	Highly Competent
3. ensure the positive use of ICT to facilitate the teaching and learning process.	3.71	0.47	Highly Competent
4. use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.75	0.45	Highly Competent
5. apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3.73	0.46	Highly Competent
6. display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	3.82	0.41	Highly Competent
7. use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	3.81	0.40	Highly Competent
Overall	3.76	0.36	Highly Competent

Legend: VI-Verbal Interpretation - Highly Competent (3.26-4.00), Competent (2.51-3.25), Moderately Competent (1.76-2.50), Not Competent (1.00-1.75)

Table 9 presents teachers' self-perceptions of their instructional competence in terms of content knowledge and pedagogy. The results show that indicator 6, "display proficient use of Mother Tongue, Filipino, and English, to facilitate teaching and learning received the highest mean of 3.82 (SD=0.41), interpreted as highly competent. These skills are critical for ensuring that instruction is clear, inclusive, and responsive to learners.

The results show that indicator 2, "use research-based knowledge and principles of teaching and learning to enhance their professional practice" received the lowest mean of 3.70 (SD=0.47). These findings suggest that teachers recognize the importance of grounding their instruction in both subject matter expertise and evidence-based pedagogical approaches.

The overall mean of 3.76 (SD=0.36) indicates that teachers perceive themselves to be highly competent in applying both content knowledge and pedagogical strategies in the classroom. The findings suggest that teachers' instructional competence is highly manifested, reflecting a strong foundation in both content knowledge and pedagogy. Such competence is likely to support effective teaching, learner engagement, and improved student outcomes.

Table 10 below presents teachers' self-perceptions of their instructional competence in creating and maintaining an effective learning environment. The findings show that indicator 2, "maintain a learning environment that promotes fairness, respect, and care to encourage learning" gains the highest mean of 3.84 (SD=0.39) is highly competent. These results suggest that teachers prioritize creating classrooms that are both physically safe and emotionally supportive, which is essential for effective learning.

Indicator 5, stating that teachers "apply a range of successful strategies that maintain learning environment that motivates learners to work productively by assuming responsibility for their own

learning” obtains the lowest mean of 3.76 (SD=0.44), which interpreted as highly competent. These practices contribute to a focused, productive, and respectful classroom environment.

Table 10

Perceived Teacher's Instructional Competence in Terms of Learning Environment

As a teacher, I.....	Mean	SD	VI
1. establish a safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures.	3.82	0.40	Highly Competent
2. maintain a learning environment that promotes fairness, respect and care to encourage learning.	3.84	0.39	Highly Competent
3. manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environment.	3.79	0.42	Highly Competent
4. maintain supportive learning environment that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	3.77	0.45	Highly Competent
5. apply a range of successful strategies that maintain learning environment that motivates learners to work productively by assuming responsibility for their own learning.	3.76	0.44	Highly Competent
6. manage learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment.	3.79	0.42	Highly Competent
Overall	3.79	0.35	Highly Competent

Legend: VI-Verbal Interpretation - Highly Competent (3.26-4.00), Competent (2.51-3.25), Moderately Competent (1.76-2.50), Not Competent (1.00-1.75)

The overall mean of 3.79 (SD=0.35) indicates that teachers perceive themselves as highly competent in managing the learning environment to support student engagement and achievement. The results suggest that teachers' instructional competence in managing the learning environment is highly manifested. By creating safe, motivating, and collaborative classrooms, teachers can support student engagement, learning outcomes, and the development of positive classroom communities.

Table 11 below presents teachers' self-perceptions of their instructional competence in addressing the diversity of learners. The results show that indicator 1, “use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences has the highest mean 3.72 (SD=0.46) and is interpreted as highly competent. These results suggest that teachers value inclusivity and are proactive in making learning accessible and meaningful for all students.

The indicator stating that the teachers report competence to “adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups” has the lowest mean of 3.69 (SD=0.47) and is interpreted as highly competent, demonstrating sensitivity to local culture and context in instruction.

The overall mean of 3.70 (SD=0.39) indicates that teachers perceive themselves as highly competent in providing inclusive, learner-centered instruction that responds to the varying needs, backgrounds, and abilities of their students. The findings suggest that teachers' instructional competence in addressing learner diversity is highly manifested, highlighting their ability to create inclusive, equitable, and culturally responsive learning environments that cater to the needs of all students.

Table 11*Perceived Teacher's Instructional Competence in Terms of Diversity of Learners*

As a teacher, I.....	Mean	SD	VI
1. use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	3.72	0.46	Highly Competent
2. establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.	3.70	0.48	Highly Competent
3. design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.	3.70	0.47	Highly Competent
4. plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement or disasters, child abuse, and child labor practices.	3.71	0.46	Highly Competent
5. adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	3.69	0.47	Highly Competent
Overall	3.70	0.39	Highly Competent

Legend: VI-Verbal Interpretation - Highly Competent (3.26-4.00), Competent (2.51-3.25), Moderately Competent (1.76-2.50), Not Competent (1.00-1.75)

Table 12*Perceived Teacher's Instructional Competence in Terms of Curriculum Planning*

As a teacher, I.....	Mean	SD	VI
1. plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching strategies.	3.77	0.43	Highly Competent
2. set achievable and appropriate learning outcomes that are aligned with learning competencies.	3.71	0.47	Highly Competent
3. adapt and implement learning program that ensure relevance and responsiveness to the needs of all learners.	3.73	0.47	Highly Competent
4. participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	3.76	0.45	Highly Competent
5. select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals.	3.75	0.46	Highly Competent
Overall	3.74	0.38	Highly Competent

Legend: VI-Verbal Interpretation - Highly Competent (3.26-4.00), Competent (2.51-3.25), Moderately Competent (1.76-2.50), Not Competent (1.00-1.75)

Table 12 presents teachers' self-perceptions of their instructional competence in curriculum planning. The findings show that indicator 1, "plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching strategies" provides the highest mean of 3.77 (SD=0.43).

On the other hand, indicator 2, “set achievable and appropriate learning outcomes aligned with learning competencies” has the lowest mean of 3.71 (SD=0.47), which is interpreted as highly competent, demonstrating awareness of the importance of clarity and alignment in instructional design.

The overall mean of 3.74 (SD=0.38) indicates that teachers perceive themselves as highly competent in planning, implementing, and managing curriculum-related tasks to support effective teaching and learning. The results suggest that teachers’ instructional competence in curriculum planning is highly manifested, highlighting their capacity to design, implement, and adapt instruction that meets curriculum standards, supports learner needs, and encourages them.

Table 13

Perceived Teacher’s Instructional Competence in Terms of Assessment and Reporting

As a teacher, I.....	Mean	SD	VI
1. design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	3.76	0.44	Highly Competent
2. monitor and evaluate learners’ progress and achievement using learner attainment data.	3.78	0.44	Highly Competent
3. use strategies for providing timely, accurate, and constructive feedback to improve learners’ performance.	3.79	0.43	Highly Competent
4. communicate promptly and clearly the learners’ needs, progress, and achievement to key stakeholders, including parents/guardians.	3.75	0.45	Highly Competent
5. utilize assessment data to inform the modification of teaching and learning practices and programs.	3.80	0.41	Highly Competent
Overall	3.78	0.38	Highly Competent

Legend: VI-Verbal Interpretation - Highly Competent (3.26-4.00), Competent (2.51-3.25), Moderately Competent (1.76-2.50), Not Competent (1.00-1.75)

Table 13 presents teachers’ self-perceptions of their instructional competence in assessment and reporting. It is visible in the result in the table that indicator 5, “utilize assessment data to inform modifications of teaching and learning practices and programs” yields with the highest mean of 3.80 (SD=0.41), which is interpreted as highly competent. This highlights the reflective and data-driven aspect of their instructional competence.

However, indicator 4, “communicate promptly and clearly the learners’ needs, progress and achievement to key stakeholders, including parents and guardians” got the lowest mean of 3.75 (SD=0.45) and interpreted as highly competent. These practices demonstrate a commitment to transparency, collaboration, and learner-centered communication.

The overall mean of 3.78 (SD=0.38) indicates that teachers perceive themselves as highly competent in designing, implementing, and using assessment strategies to support learning and instructional improvement. The results suggest that teachers’ competence in assessment and reporting is highly manifested, supporting informed instruction, responsive teaching, and the continuous improvement of learner outcomes.

Table 14 below presents teachers’ self-perceptions of their instructional competence in establishing community linkages and engaging professionally. The findings show that indicator 1, “maintain learning environment that are responsive to community contexts” with SD=0.42 and indicator 2, “build relationships with parents/guardians, and the wider school community to facilitate involvement

in the educational process” with $SD=0.42$, both got the highest mean of 3.79 and interpreted as highly competent. These results suggest that teachers recognize the value of collaboration and engagement beyond the classroom to support learners’ holistic development.

Table 14

Perceived Teacher’s Instructional Competence in Terms of Community Linkages and Professional Engagement

As a teacher, I.....	Mean	SD	VI
1. maintain learning environment that are responsive to community contexts.	3.79	0.42	Highly Competent
2. build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	3.79	0.42	Highly Competent
3. review regularly personal teaching practice using existing law and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.	3.76	0.45	Highly Competent
4. comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	3.75	0.44	Highly Competent
Overall	3.77	0.38	Highly Competent

Legend: VI-Verbal Interpretation - Highly Competent (3.26-4.00), Competent (2.51-3.25), Moderately Competent (1.76-2.50), Not Competent (1.00-1.75)

However, indicator 4, “comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders” has the lowest mean of 3.75 ($SD=0.44$) and interpreted as highly competent. This demonstrates their commitment to professional responsibility, ethical practice, and harmonious relationships with learners, parents, and stakeholders

The overall mean of 3.77 ($SD=0.38$) indicating that teachers perceive themselves as highly competent in fostering strong relationships with the community and maintaining professional standards. Overall, the results suggest that teachers’ competence in community linkages and professional engagement is highly manifested, reflecting their ability to integrate professional standards, community involvement, and collaborative practices into their teaching for the benefit of learners and the school as a whole.

Table 15 below presents teachers’ self-perceptions of their instructional competence in terms of personal growth and professional development. The findings show that indicator 1 “apply personal philosophy of teaching that is learner-centered” with $SD=0.41$ and indicator 5, “set professional development goals based on the Philippine Professional Standards for Teachers” with $SD=0.42$, both got the highest mean of 3.81, and interpreted as highly competent. These results suggest that teachers value professionalism and ethical standards as foundational to effective teaching and reflecting awareness of national standards and a commitment to meeting professional expectations.

However, indicator 4, “develop a personal and professional improvement plan based on reflection of one’s practice and ongoing professional learning” has the lowest mean of 3.78 ($SD=0.44$) and interpreted as highly competent.

The overall mean of 3.80 ($SD=0.37$) indicates that teachers perceive themselves as highly competent in fostering their own professional growth and continuously enhancing their teaching practice. The results suggest that teachers’ instructional competence in personal growth and professional

development is highly manifested, highlighting their dedication to reflective practice, continuous learning, and professional excellence, all of which contribute to enhanced instructional competence and effective teaching outcomes.

Table 15

Perceived Teacher's Instructional Competence in Terms of Personal Growth and Professional Development

As a teacher, I.....	Mean	SD	VI
1. apply personal philosophy of teaching that is learner centered.	3.81	0.41	Highly Competent
2. adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.	3.80	0.41	Highly Competent
3. participate in professional networks to share knowledge and to enhance practice.	3.79	0.42	Highly Competent
4. develop a personal and professional improvement plan based on reflection of one's practice and ongoing professional learning.	3.78	0.44	Highly Competent
5. set professional development goals based on the Philippine Professional Standards for Teachers.	3.81	0.42	Highly Competent
Overall	3.80	0.37	Highly Competent

Legend: VI-Verbal Interpretation - Highly Competent (3.26-4.00), Competent (2.51-3.25), Moderately Competent (1.76-2.50), Not Competent (1.00-1.75)

Table 16**Summary Table on the Extent of Teacher's Instructional Competence**

Indicators	Mean	SD	Interpretation
Content Knowledge and Pedagogy	3.76	0.36	Highly Competent
Learning Environment	3.79	0.35	Highly Competent
Diversity of Learners	3.70	0.39	Highly Competent
Curriculum Planning	3.74	0.38	Highly Competent
Assessment and Reporting	3.78	0.38	Highly Competent
Community Linkages and Professional Engagement	3.77	0.38	Highly Competent
Personal Growth and Professional Development	3.80	0.37	Highly Competent
Overall	3.76	0.37	Highly Competent

Legend: VI-Verbal Interpretation - Highly Competent (3.26-4.00), Competent (2.51-3.25), Moderately Competent (1.76-2.50), Not Competent (1.00-1.75)

It can be viewed in Table 16 that in the six variables under teachers' instructional competence, personal growth and professional development got the highest mean of 3.80 (SD=0.37) with interpretation as to great extent. As part of the professional development of teachers in Candelaria West District, most of the teachers have earned units toward a master's degree, accounting for 77 out of 208 respondents. This is followed by those who have already completed a master's degree, with 67 teachers, and those holding a bachelor's degree, totaling 57 respondents. Only a small proportion of the participants have pursued doctoral studies, with five teachers having doctoral units and two having completed a Doctorate degree.

On the other hand, data reflect that diversity of learners got the lowest mean of 3.70 and is interpreted as to great extent. The school heads suggested providing inclusive, learner-centered instruction that responds to the varying needs, backgrounds, and abilities of their students. Teachers' instructional competence in addressing learner diversity is highly suggested, highlighting their ability to create inclusive, equitable, and culturally responsive learning environments that cater to the needs of all students.

Respondents see their instructional competence with an overall mean of 3.76 (SD=0.37) interpreted as to great extent. Instructional competence is a vital component of quality teaching and is strongly emphasized in the Philippine Professional Standards for Teachers (PPST). It refers to a teacher's capacity to plan, implement, and evaluate learning experiences that promote student achievement. This competence goes beyond subject mastery, encompassing pedagogical skills and the ability to build supportive relationships that enhance learning.

Part III. Extent of the School Head's Supervisory Working Alliance

Table 17

Perceived School Head's Supervisory Working Alliance in Terms of Agreement of Goals

My school head.....	Mean	SD	VI
1. collaboratively sets specific, measurable, achievable, relevant and time-bound goals with teachers to align with the school's vision and mission.	3.74	0.46	MGE
2. shares commitment to teachers to achieve instructional and professional development goals.	3.77	0.43	MGE
3. actively involves teachers in decision-making processes related to curriculum, instruction, and school improvement.	3.71	0.48	MGE
4. maintains open communication and transparency to ensure alignment between school goals and teachers' professional growth.	3.69	0.49	MGE
5. resolves conflicts or misunderstandings regarding goals promptly through collaboration and constructive dialogue.	3.69	0.52	MGE
6. demonstrates mutual respect, commitment, and accountability in fulfilling shared educational objectives with teachers.	3.72	0.47	MGE
Overall	3.72	0.42	MGE

Legend: VI-Verbal Interpretation - Manifest to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Table 17 presents teachers' perceptions of their school head's supervisory working alliance specifically in terms of agreement on goals. The findings show that indicator 2, "shares commitment to teachers to achieve instructional and professional development goals" got the highest mean of 3.77 (SD=0.43) and interpreted as manifest to a great extent.

Indicator 4, "open communication and transparency to ensure alignment between school goals and teachers' professional growth" with SD=0.49 and indicator 5, "resolves conflicts or misunderstandings regarding goals promptly through collaboration and constructive dialogue" with SD=0.52, both got the lowest mean of 3.69, and are interpreted as manifest to great extent.

The overall mean of 3.72 (SD=0.42) indicates that teachers perceive the alignment of goals between themselves and their school head to be manifest to great extent (MGE). This suggests that while collaborative goal setting is evident, there may still be room to further strengthen alignment and shared commitment. The results suggest that the supervisory working alliance in terms of agreement on goals is moderately well established. These practices indicate that school heads are committed to fostering collaborative planning and shared responsibility with teachers, which lays the foundation for effective

instructional supervision and professional growth.

Table 18

Perceived School Head's Supervisory Working Alliance in Terms of Agreement on the Tasks

My school head.....	Mean	SD	VI
1. collaborates with teachers in planning and implementing instructional strategies to achieve academic goals.	3.72	0.49	MGE
2. establishes clear expectations and responsibilities between school heads and teachers to ensure task alignment	3.70	0.50	MGE
3. provides consistent guidance and support in accomplishing teaching-related tasks and responsibilities	3.71	0.49	MGE
4. ensures equitable distribution of tasks, preventing workload imbalance among teachers.	3.69	0.50	MGE
5. works collaboratively with teachers to address issues related to instructional tasks, student concerns, and school improvement initiatives.	3.74	0.49	MGE
6. ensures that a structured system for task evaluation and performance assessment is in place to maintain accountability and continuous improvement.	3.71	0.47	MGE
Overall	3.71	0.44	MGE

Legend: VI-Verbal Interpretation - Manifest to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Table 18 presents teachers' perceptions of their school head's supervisory working alliance in terms of agreement on tasks. The findings show that in indicator 5, school heads are perceived to "work collaboratively with teachers to address issues related to instructional tasks, student concerns, and school improvement initiatives" obtains the highest mean of 3.74 (SD=0.49) and interpreted as manifest to great extent.

However, indicator 4, "ensures equitable distribution of tasks, preventing workload imbalance among teachers" got the lowest mean of 3.69 (0.50) though interpreted as manifest to great extent also.

The overall mean of 3.71 (SD = 0.44) indicates that teachers perceive task-related collaboration and alignment with their school head to be manifest to great extent (MGE). This suggests that while task coordination and support are evident, there may still be opportunities to further strengthen clarity and shared responsibility.

Overall, the results suggest that the supervisory working alliance in terms of agreement on tasks is moderately well established. These practices reflect a collaborative and supportive approach, promoting accountability, efficiency, and shared responsibility in instructional and professional activities.

Table 19 below presents teachers' perceptions of their school head's supervisory working alliance specifically in terms of agreement on the bond. The findings show that indicator 3, school heads "recognizes and appreciates teachers' contributions, enhancing morale and motivation" and indicator 6, "allows shared vision and collective commitment, between school heads and teachers to contribute to a harmonious and goal-driven school environment" both got the highest mean of 3.70 (SD=0.49) and interpreted as manifest to great extent.

However, indicator 1, "maintains an open and transparent communication to strengthen the bonds with the teachers" got the lowest mean of 3.64 (SD=0.57), interpreted as manifest to great extent.

The overall mean of 3.68 (SD=0.46) indicates that teachers perceive the relational and

emotional connection with their school head to be manifest to great extent (MGE). This suggests that while positive relationships and mutual respect are evident, there is still potential to further strengthen trust, collaboration, and shared commitment.

Table 19

Perceived School Head's Supervisory Working Alliance in Terms of Agreement on the Bond

My school head.....	Mean	SD	VI
1. maintains an open and transparent communication to strengthen the bond with the teachers.	3.64	0.57	MGE
2. encourages collaborative decision-making, ensuring teachers feel valued and included in school policies and initiatives.	3.69	0.49	MGE
3. recognizes and appreciates teachers' contributions, enhancing morale and motivation.	3.70	0.49	MGE
4. implements team-building activities and professional development programs to strengthen the connection between school heads and teachers.	3.69	0.53	MGE
5. manages conflicts and disagreements constructively, promoting mutual understanding and resolution.	3.68	0.52	MGE
6. allows shared vision and collective commitment between school heads and teachers to contribute to a harmonious and goal-driven school environment.	3.70	0.49	MGE
Overall	3.68	0.46	MGE

Legend: VI-Verbal Interpretation - Manifest to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Overall, the results suggest that the supervisory working alliance in terms of agreement on the bond is moderately well established. These practices reflect a collaborative, respectful, and supportive relationship between school heads and teachers, which is foundational for trust, shared commitment, and effective instructional supervision.

Table 20

Summary Table on the Extent of the School Head's Supervisory Working Alliance

Indicators	Mean	SD	Interpretation
Agreement on the Goals	3.72	0.42	Great Extent
Agreement on the Tasks	3.71	0.44	Great Extent
Agreement on the Bond	3.68	0.46	Great Extent
Overall	3.70	0.44	Great Extent

Legend: VI-Verbal Interpretation - Manifested to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Table 20 displays the summary table on the extent of school heads' supervisory working alliance that includes the following variables: agreement on the goals, agreement on the tasks, and agreement on the bond.

The table shows that the school heads' supervisory working alliance garnered an overall mean of 3.70 (SD=0.44), interpreted as to great extent. A strong working alliance between school heads and teachers is essential for fostering a collaborative and productive supervisory relationship. Setting clear,

shared goals in a trusting school environment fosters accountability and enhances the impact of supervision on teaching and learning (Tschannen-Moran & Gareis, 2020).

Part IV. Extent of Trust in Collaboration Manifested with School Heads

Table 21

Perceived School Head's Trust in Collaboration Manifested in terms of Trust in the Process

My school head.....	Mean	SD	VI
1.involves teachers in important decisions that affect teaching and learning in consultative and participatory manner.	3.68	0.52	MGE
2.encourages collaboration among teachers and listens to their concerns through clear communication.	3.71	0.50	MGE
3.gives sufficient opportunity to express teachers' professional views during meetings.	3.71	0.47	MGE
4. follows through with collaborative agreements consistently.	3.69	0.49	MGE
5. fosters a safe environment for honest discussions and feedback.	3.73	0.48	MGE
6.demonstrates fairness when managing conflicts in collaborative settings.	3.68	0.52	MGE
Overall	3.70	0.43	MGE

Legend: VI-Verbal Interpretation - Manifest to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Table 21 presents teachers' perceptions of their school head's trust in collaboration, specifically in terms of trust in the process. The results show that indicator 5, "foster a safe environment for honest discussions and feedback" has the highest mean of 3.73 (SD=0.48) and is interpreted as manifest to great extent.

The findings also show that indicator 1, "involves teachers in important decisions that affect teaching and learning in a consultative and participatory manner" and indicator 6, "demonstrates fairness when managing conflicts in collaborative settings" both got the lowest mean of 3.68 (SD=0.52) and are interpreted to manifest to great extent.

The overall mean of 3.70 (SD=0.43) indicates that teachers perceive the school heads' collaborative processes to be manifest to great extent (MGE). This suggests that school heads engage in consultative and participatory practices that promote involvement and transparency, though there may still be room to enhance consistency and inclusivity.

Overall, the results suggest that the school heads' trust in collaboration in terms of process is moderately well manifested. These practices indicate that teachers feel included, respected, and fairly treated in decision-making and collaborative initiatives, which supports stronger supervisory relationships and promotes a culture of trust within the school.

Table 22 below presents teachers' perceptions of their school head's trust in collaboration, specifically in terms of trust in the product. The findings show that indicator 1, "believe that the results of collaborative efforts with my school head are aligned with our instructional goals" has the highest mean of 3.82 (SD=0.41) and interpreted as manifest to great extent.

The indicator stating that teachers "believe that our school initiatives reflect the collective input of teachers and leadership" has the lowest mean 3.75 (SD=0.45) and interpreted as manifest to great extent.

Table 22*Perceived School Head's Trust in Collaboration Manifested in terms of Trust in the Product*

As a teacher, I	Mean	SD	VI
1. believe that the results of collaborative efforts with my school head are aligned with our instructional goals.	3.82	0.41	MGE
2. believe that our school initiatives reflect the collective input of teachers and leadership.	3.75	0.45	MGE
3. believe that the results of our planning efforts are well-communicated and understood.	3.76	0.45	MGE
4. believe that collaborative decisions have contributed to improved classroom teaching aligned with the goals of quality education.	3.80	0.41	MGE
5. trust that our collaborative outcomes reflect shared professional values and vision.	3.79	0.41	MGE
6. have confidence in the sustainability of our collaborative outcomes and can be applied long-term.	3.79	0.42	MGE
Overall	3.78	0.37	MGE

Legend: VI-Verbal Interpretation - Manifest to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

The overall mean of 3.78 (SD=0.37) indicates that teachers perceive the outcomes of collaborative efforts with their school heads to manifest to great extent (MGE). This suggests that teachers feel confident that the results of collaboration are meaningful, effective, and aligned with instructional goals, though there is still room to further strengthen consistency and long-term sustainability.

Overall, the results suggest that the school heads' trust in collaboration in terms of product is moderately well manifested. These practices highlight those collaborative efforts are productive, goal-oriented, and valued by teachers, contributing to stronger instructional alignment, professional cohesion, and the overall effectiveness of teaching and learning.

Table 23**Summary Table on the Extent of Trust in Collaboration Manifested with School Heads**

Indicators	Mean	SD	Interpretation
Trust in the Process	3.70	0.43	Great Extent
Trust in the Product	3.78	0.37	Great Extent
Overall	3.74	0.40	Great Extent

Legend: VI-Verbal Interpretation - Manifested to Great Extent/MGE (3.26-4.00), Manifested to a Fair Extent/MFE (2.51-3.25), Manifested to Little Extent/MLE (1.76-2.50), Manifested to a Negligible Extent/MNE (1.00-1.75)

Table 23 displays the extent of trust in collaboration regarding trust in the process and trust in the product. The results shows that the variable trust in the product gains the highest mean of 3.78 (SD=0.37) and interpreted as to great extent. Teachers' collaborative outputs have been impactful, practical, and well-received, stakeholders are more inclined to trust that future initiatives will be equally productive. Their confidence in the final product depends not only on the design process but also on the actual classroom outcomes those materials produce. As van Meerkerk and Edelenbos (2018) argue,

perceived effectiveness of earlier collaborations enhances trust in future outputs, thereby encouraging continued involvement and innovation.

The variable trust in the process has the lowest mean of 3.70 (SD=0.43) and is interpreted as to great extent. Overall, the respondent perception on trust in collaboration has a mean of 3.74 (SD=0.40) and interpreted as to great extent. In the context of education, trust in collaboration plays a pivotal role in fostering effective teamwork among teachers, school leaders, and stakeholders.

Part V. Test of Significant Relationship Between School Head's Supervisory Model and Teacher's Instructional Competence

Table 24

Significant Relationship Between School Head's Supervisory Model and Teacher's Instructional Competence

Supervisory models	Teachers Instructional Competence						
	CKP	LE	DL	CP	AR	CLP	PPD
Clinical Supervision	.386**	.356**	.359**	.266**	.304**	.390**	.333**
Conceptual Supervision	.299**	.203**	.234**	0.135	.208**	.322**	.230**
Contextual Supervision	.311**	.232**	.207**	.151*	.201**	.322**	.240**
Differentiated Supervision	.302**	.265**	.224**	.177*	.220**	.359**	.261**
Developmental Supervision	.368**	.297**	.236**	.222**	.224**	.346**	.311**

Legend: Content Knowledge and Pedagogy/CKP, Learning Environment/LE, Diversity of Learners/DL, Curriculum and Planning/CP, Assessment and Reporting/AR, Community Linkages and Professional Engagement/CLP, Personal Growth and Professional Development/PPD

Table 24 presents the Pearson correlation coefficients showing the relationships between school heads' supervisory models, supervisory working alliance, and teachers' instructional competence. All significant correlations are marked at the 0.01 level, indicating reliable and meaningful relationships. Supervisory Models and Supervisory Working Alliance

All five supervisory models—Clinical (CNS), Conceptual (CCS), Contextual (CTS), Differentiated (DFS), and Developmental Supervision (DVS)—show strong positive correlations with the three dimensions of the supervisory working alliance: Agreement on Goals (AG), Agreement on Tasks (AT), and Agreement on Bond (AB).

Differentiated Supervision (DFS) shows the strongest correlations (AG = 0.832, AT = 0.809, AB = 0.771), indicating that tailoring supervision to teachers' individual needs fosters stronger collaboration and shared commitment. This finding is consistent with Saripah & Suwandari (2025) reported that personalized and adaptive supervision enhances teacher engagement and collaborative goal setting.

Conceptual and Contextual Supervision also have strong correlations with the working alliance, suggesting that school heads who incorporate educational theory, intellectual discussion, and contextual understanding promote trust and cooperation with teachers.

The results of the study are supported by Hallinger & Heck (2018), Kanya et al. (2021), Glickman et al. (2017), who believed that strong supervision builds working alliances through agreements on goals, tasks, and bonds. Models like clinical and developmental supervision enhance collaboration and shared commitment.

The findings indicate that teachers who perceive a strong supervisory working alliance with their school heads demonstrate higher instructional competence across various domains. This aligns with existing literature emphasizing that mutual trust, clear agreements on goals, and collaborative task alignment create a psychologically safe and productive environment that supports professional growth

and effective teaching (Bordin, 1979; Tschannen-Moran & Gareis, 2020; Park et al., 2019).

Supervisory Models and Teachers' Instructional Competence

Supervisory models are also positively correlated with teachers' instructional competence, although the strength of the correlations is generally moderate.

Clinical Supervision (CNS) is most strongly associated with Content Knowledge & Pedagogy (CKP = 0.386), Learning Environment (LE = 0.356), and Diversity of Learners (DL = 0.359). This suggests that focused observation, feedback, and mentoring help improve teachers' instructional skills, that clinical supervisory practices enhance teaching effectiveness.

Conceptual (CCS) and Contextual Supervision (CTS) show moderate correlations across the instructional competence domains, emphasizing that guidance grounded in theory and adapted to school context contributes to effective teaching.

Differentiated (DFS) and Developmental Supervision (DVS) consistently correlate with most indicators of instructional competence, highlighting that personalized, growth-oriented supervision fosters improvement in planning, assessment, classroom management, and professional development. This result is supported by Babalola (2016), Zepeda (2017), Glickman et al. (2018), Kesumawati & Kristiawan (2018), Amanchukwu et al. (2015), who discussed that supervisory models (clinical, conceptual, contextual, differentiated, developmental) positively relate to teachers' instructional competence because effective supervision provides guidance, feedback, and professional support.

Table 25

Significant Relationship Between School Head's Supervisory Model and Supervisory Working Alliance

Supervisory models	Supervisory Working Alliance		
	Agreement on the Goals	Agreement on the Tasks	Agreement on the Bond
Clinical Supervision	.631**	.602**	.589**
Conceptual Supervision	.731**	.720**	.754**
Contextual Supervision	.745**	.720**	.752**
Differentiated Supervision	.832**	.809**	.771**
Developmental Supervision	.763**	.694**	.716**

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

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

Tables 25 present the relationships between school heads' supervisory models, supervisory working alliance, and teachers' instructional competence. All correlations are positive and statistically significant, indicating that strong supervisory practices are associated with both better teacher-school head collaboration and improved teacher competence.

Supervisory Models and Supervisory Working Alliance

All five supervisory models—Clinical Supervision (CNS), Conceptual Supervision (CCS), Contextual Supervision (CTS), Differentiated Supervision (DFS), and Developmental Supervision (DVS)—show positive correlations with the supervisory working alliance, across the three dimensions: Agreement on Goals (AG), Agreement on Tasks (AT), and Agreement on Bond (AB).

Among these, Differentiated Supervision (DFS) demonstrates the strongest correlations (AG = 0.832, AT = 0.809, AB = 0.771), suggesting that when school heads tailor their supervisory approach to the individual needs of teachers, collaboration, commitment, and trust are strongest. Literature supports this finding, showing that personalized and adaptive supervision fosters stronger teacher-principal collaboration and engagement. This according to Hallinger & Heck (2018), Kanya et al. (2021), Glickman et al. (2017).

Clinical, Conceptual, Contextual, and Developmental Supervision also show strong positive correlations with the working alliance, highlighting that focused observation, theoretical guidance, contextual adaptation, and developmental support all contribute to productive collaboration and relational trust.

Hallinger & Heck (2018), Kanya et al. (2021), Glickman et al. (2017), supports this result that Strong supervision builds working alliances through agreements on goals, tasks, and bonds. Models like clinical and developmental supervision enhance collaboration and shared commitment.

Supervisory Models and Teachers' Instructional Competence

The correlation between supervisory models and teachers' instructional competence is moderate but significant, indicating that effective supervisory practices are associated with higher teacher performance.

Clinical Supervision (CNS) shows the strongest correlations with Content Knowledge & Pedagogy (CKP = 0.386), Learning Environment (LE = 0.356), and Diversity of Learners (DL = 0.359), suggesting that observational feedback and mentoring improve classroom teaching skills.

Conceptual (CCS) and Contextual (CTS) show moderate correlations, indicating that guidance grounded in educational theory and adapted to the school context contributes to effective teaching practices.

Differentiated (DFS) and Developmental Supervision (DVS) maintain consistent moderate correlations across most instructional competence indicators, emphasizing that tailored, growth-oriented supervision supports improvement in planning, assessment, classroom management, and professional development. Bernard et al. (2014), Hawkins & Shohet (2012), Ladany et al. (2013), Chaula (2023), support these findings that a strong alliance (trust, mutual understanding, shared goals) improves teachers' classroom performance because teachers feel supported, engaged, and accountable.

Results Implications

Supervisory models are more strongly associated with the working alliance than directly with instructional competence, suggesting that strong collaborative relationships are a key mechanism through which supervision enhances teacher performance.

Differentiated and Developmental Supervision consistently show the strongest relationships across both alliance and competence, highlighting the importance of personalized support, constructive feedback, and fostering professional growth.

Overall, the findings suggest that adaptive, collaborative, and context-sensitive supervisory practices strengthen relationships, build trust, and indirectly enhance instructional competence, ultimately contributing to improved teaching outcomes and school effectiveness (Chaula, 2023).

Table 26

Significant Relationship Between School Head's Supervisory Working Alliance and Teacher's Instructional Competence

Supervisory Working alliance	Teachers Instructional Competence						
	CKP	LE	DL	CP	AR	CLP	PPD
Agreement on the Goals	.344**	.266**	.236**	.173*	.242**	.369**	.292**
Agreement on the Task	.350**	.304**	.279**	.214**	.261**	.434**	.321**
Agreement on the Bond	.297**	.229**	.250**	.184**	.187**	.318**	.268**

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

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

Legend: Content Knowledge and Pedagogy/CKP, Learning Environment/LE, Diversity of Learners/DL, Curriculum and Planning/CP, Assessment and Reporting/AR, Community Linkages and Professional Engagement/CLP, Personal Growth and Professional Development/PPD

Table 26 presents the Pearson correlation coefficients showing the relationships between the dimensions of the school head's supervisory working alliance—Agreement on Goals (AG), Agreement on Tasks (AT), and Agreement on Bond (AB)—and the different domains of teachers' instructional competence. All correlations are positive and statistically significant, indicating that a stronger working alliance is associated with higher teacher competence.

Agreement on Goals (AG) and Instructional Competence

Agreement Goals show moderate positive correlations with most areas of instructional competence: Strongest correlations with Curriculum Planning (CLP = 0.369), Content Knowledge & Pedagogy (CKP = 0.344), and Assessment & Reporting (AR = 0.242).

This suggests that when teachers and school heads share clear, aligned goals, teachers are better able to plan lessons, deliver content effectively, and assess learning outcomes.

Bernard et al. (2014), Hawkins & Shohet (2012), Ladany et al. (2013), Chaula (2023), states that A strong alliance (trust, mutual understanding, shared goals) improves teachers' classroom performance because teachers feel supported, engaged, and accountable.

Cansoy and Parlar (2018), When school heads and teachers share aligned instructional goals, establish clear expectations, and maintain a trusting relationship, teachers are more likely to engage in professional growth and instructional improvement.

Agreement on Tasks (AT) and Instructional Competence

AT has slightly stronger correlations than AG with most instructional competence areas, particularly Curriculum Planning (CLP = 0.434) and Learning Environment (LE = 0.304).

This indicates that clarity of roles, responsibilities, and collaborative task management enables teachers to structure learning experiences more effectively and manage classrooms productively.

This aligns with findings that collaborative task management and clear expectations improve teaching strategies and classroom organization (Bryk & Schneider, 2018).

Moreover, task agreement, a core component of the working alliance, refers to the shared understanding between supervisors and teachers regarding the specific instructional activities and responsibilities needed to achieve educational goals (Bordin, 1983). In instructional supervision, agreement on tasks clarifies expectations related to lesson planning, classroom implementation, assessment practices, and professional responsibilities, allowing teachers to translate supervisory guidance into effective practice.

Ellis et al. (2015) found that supervisees who experience clear agreement on supervisory tasks show higher engagement and are more receptive to feedback, which supports the development of instructional competence. Likewise, Glickman, Gordon, and Ross-Gordon (2018) emphasize that instructional improvement is strengthened when supervisors and teachers collaboratively define instructional tasks aligned with curricular standards and learner needs. This shared clarity fosters reflective practice and consistent implementation of effective teaching strategies, reinforcing instructional competence across key professional domains, as emphasized in the Philippine Professional Standards for Teachers (PPST).

Agreement on Bond (AB) and Instructional Competence

AB shows moderate but slightly lower correlations across domains (e.g., CLP = 0.318, CKP = 0.297), suggesting that interpersonal trust, respect, and positive relationships with the school head support instructional competence, though its impact is somewhat less direct than goals or tasks. Research supports that trusting and respectful relationships between teachers and leaders enhance professional growth and job satisfaction, indirectly improving instructional practices (Tschannen-Moran & Hoy, 2018).

The working alliance positively influences all areas of instructional competence, with curriculum planning and content knowledge showing the strongest associations. Agreement on Tasks

appears to be the most influential dimension, highlighting the importance of collaborative planning and clearly defined responsibilities in improving teaching outcomes.

The findings suggest that the bond between teachers and school heads significantly influences instructional competence. This aligns with prior research highlighting those strong relational connections, underpinned by effective communication, emotional intelligence, and psychological safety, enhance employees' engagement, satisfaction, and performance (Kahn, 1990; Liu et al., 2019; Goleman, 2020; Edmondson, 2018). In this study, teachers who reported a strong bond with their supervisors were more receptive to guidance, engaged more deeply in professional development activities, and demonstrated higher competence in instructional practices. Furthermore, this bond serves as a critical element through which trust in collaboration amplifies the effectiveness of various supervisory models.

Overall, these results suggest that a strong supervisory working alliance—built on shared goals, collaborative tasks, and positive bonds—supports teacher development and instructional effectiveness.

Table 27

Working Alliance as Mediator on the Relationship Between the Supervisory Models and Instructional Competence

Moderator Interaction	Estimate	SE	Lower	Upper	β	z	p
Sup_Model:Trust1 $\Rightarrow$ Alliance	0.238	0.196	-0.147	0.6219	0.0997	1.211	0.226
Sup_Model:Trust2 $\Rightarrow$ Alliance	-0.498	0.211	-0.912	-0.084	-0.147	-2.36	0.018
Sup_Model:Trust1 $\Rightarrow$ Competence	0.624	0.335	-0.032	1.2799	0.337	1.86	0.062
Sup_Model:Trust2 $\Rightarrow$ Competence	0.34	0.364	-0.376	1.0531	0.129	0.934	0.35

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

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

Table 27 presents the mediation effects of trust in collaboration and tests whether the supervisory working alliance mediates the relationship between school heads' supervisory models and teachers' instructional competence. Two moderators are included: Trust in the Process and Trust in the Product.

In terms of Mediation: Supervisory Working Alliance, the working alliance partially mediates the relationship between supervisory models and instructional competence. Although the estimates for Sup Model: Trust in the Process $\Rightarrow$ Alliance (0.238, $p = 0.226$) and Sup Model: Trust in the Product $\Rightarrow$ Competence (0.624, $p = 0.062$) are not statistically significant, the pattern suggests a positive trend, meaning that strong supervisory practices may enhance teachers' competence indirectly through the working alliance, particularly when trust in the process is present.

Findings show that teachers reported a high mean (3.78, MGE) on trusting that collaborative efforts produce meaningful outcomes. Dirks & Ferrin (2020) emphasize that when participants believe that collaborative efforts yield effective outcomes, they are more engaged and committed. While, Çoban et al. (2023) show that higher trust in the output leads to greater teacher participation and reflective practices. Van Meerkerk & Edelenbos (2018) argue that successful past outputs strengthen future trust, supporting continuous collaboration.

Tschannen-Moran & Gareis, (2020), emphasized that A strong working alliance between school heads and teachers is essential for fostering a collaborative and productive supervisory relationship.

As to Trust in Collaboration, Trust in the Product significantly moderates the relationship between supervisory models and the working alliance: Interaction estimate=-0.498, $p=0.018$, $\beta=-0.1466$. This indicates that when teachers perceive lower alignment between collaborative outcomes and

instructional goals, the effect of supervisory models on the working alliance weakens. In contrast, Trust in the Process does not significantly moderate the effect ($p=0.226$).

In terms of Moderation on Competence, neither Trust in the Process ($p=0.062$) nor Trust in the Product ($p=0.35$) significantly moderates the relationship between supervisory models and instructional competence.

This suggests that the impact of supervisory models on competence is largely direct or mediated through the working alliance, rather than directly influenced by trust in collaboration.

Prior research indicates that while trust enhances collaboration, its effect on instructional competence may operate indirectly through mechanisms like coaching, mentoring, or working alliance (Dirks & Ferrin, 2023).

Teachers in this study expressed strong trust in the product of collaborative efforts with their school heads, reflecting confidence that joint planning, lesson design, and school initiatives produce meaningful, relevant, and effective results. This aligns with previous studies highlighting that trust in tangible outputs reinforces teacher engagement, ownership, and sustained collaboration (Dirks & Ferrin, 2020; Çoban et al., 2023; van Meerkerk & Edelenbos, 2018).

Working alliance is an important pathway through which supervisory models influence instructional competence.

Trust in the product (outcomes of collaboration) is critical for strengthening the effect of supervisory practices on the working alliance, emphasizing the importance of shared expectations and confidence in collaborative results.

Thus, school heads should not only focus on effective supervisory models but also ensure that collaborative outcomes are visible, meaningful, and aligned with instructional goals, thereby fostering trust and engagement among teachers.

Table 28 below tests whether trust in collaboration (moderator) changes the strength of the relationship between school heads' supervisory models (IV) and Working Alliance (mediator) Teachers' Instructional Competence (DV).

For the Trust levels they are categorized as: 2 = Low to Moderate, 3 = Moderately High, and 4 = Very High.

Indirect Effect (Through Working Alliance)

Across all levels of trust, the indirect effect of supervisory models on competence through the working alliance is not statistically significant ($p\text{-values} > 0.05$).

This suggests that the working alliance does not significantly mediate the relationship between supervisory models and instructional competence under varying levels of trust, although the trend is positive at moderately high trust levels.

While collaboration matters, its mediating effect is stronger when teachers moderately trust the outcomes, but is not significant at very high or very low trust levels.

Component Effects (Supervisory Model → Working Alliance)

At moderately high trust (level 3): Supervisory models have a strong, significant positive effect on the working alliance (estimate = 0.759, $p < 0.001$).

At low to moderate trust (level 2): Supervisory models also significantly affect the working alliance (estimate = 0.522, $p = 0.006$).

At very high trust (level 4): The effect is not significant (estimate = 0.024, $p = 0.8$).

The relationship between supervisory practices and working alliance is strongest when trust is moderately high. This may indicate that at very high trust, the alliance is already established, so supervisory models add little extra effect.

Component Effects (Working Alliance → Competence)

Table 28

Test of Trust in Collaboration Significantly Moderate the Relationship between Supervisory Models and Working Alliance and Instructional Competence

Conditional Mediation

Moderator levels		Effect	Estimate	SE	95% C.I. (a)		β	z	p
Trust	Type				Lower	Upper			
Average	Indirect	Sup_Model $\Rightarrow$ Alliance $\Rightarrow$ Competence	0.04206	0.05191	-0.0597	0.1438	0.04993	0.81017	0.418
Average	Component	Sup_Model $\Rightarrow$ Alliance	0.43505	0.07269	0.2926	0.5775	0.40083	5.9851	< .001
Average		Alliance $\Rightarrow$ Competence	0.09668	0.11823	-0.135	0.3284	0.12456	0.81769	0.414
Average	Direct	Sup_Model $\Rightarrow$ Competence	-0.00131	0.13392	-0.2638	0.2612	-0.00155	-0.00977	0.992
Average	Total	Sup_Model $\Rightarrow$ Competence	0.04075	0.12415	-0.2026	0.2841	0.04837	0.32825	0.743
2 (Low to Moderate)	Indirect	Sup_Model $\Rightarrow$ Alliance $\Rightarrow$ Competence	0.05044	0.06432	-0.0756	0.1765	0.05988	0.78424	0.433
	Component	Sup_Model $\Rightarrow$ Alliance	0.52175	0.18836	0.1526	0.8909	0.48071	2.76991	0.006
		Alliance $\Rightarrow$ Competence	0.09668	0.11823	-0.135	0.3284	0.12456	0.81769	0.414
	Direct	Sup_Model $\Rightarrow$ Competence	-0.32249	0.3263	-0.962	0.317	-0.38282	-0.98834	0.323
2	Total	Sup_Model $\Rightarrow$ Competence	-0.27205	0.32171	-0.9026	0.3585	-0.32294	-0.84565	0.398
	Indirect	Sup_Model $\Rightarrow$ Alliance $\Rightarrow$ Competence	0.0734	0.08993	-0.1028	0.2497	0.08714	0.81629	0.414
	Component	Sup_Model $\Rightarrow$ Alliance	0.75929	0.05456	0.6524	0.8662	0.69956	13.91687	< .001
		Alliance $\Rightarrow$ Competence	0.09668	0.11823	-0.135	0.3284	0.12456	0.81769	0.414
3 (Moderately High)	Direct	Sup_Model $\Rightarrow$ Competence	0.30128	0.12912	0.0482	0.5543	0.35763	2.33334	0.02
	Total	Sup_Model $\Rightarrow$ Competence	0.37468	0.09318	0.1921	0.5573	0.44477	4.02101	< .001
	Indirect	Sup_Model $\Rightarrow$ Alliance $\Rightarrow$ Competence	0.00233	0.00965	-0.0166	0.0212	0.00277	0.24155	0.809
	Component	Sup_Model $\Rightarrow$ Alliance	0.02411	0.09537	-0.1628	0.211	0.02222	0.25283	0.8
4 (Very High)		Alliance $\Rightarrow$ Competence	0.09668	0.11823	-0.135	0.3284	0.12456	0.81769	0.414
	Direct	Sup_Model $\Rightarrow$ Competence	0.01729	0.16225	-0.3007	0.3353	0.02052	0.10656	0.915
	Total	Sup_Model $\Rightarrow$ Competence	0.01962	0.16288	-0.2996	0.3389	0.02329	0.12046	0.904

Note. Confidence intervals computed with method: Standard (Delta method)

Note. Betas are completely standardized effect sizes

Across all trust levels, the effect of working alliance on teachers' competence is not significant (estimate ≈ 0.097 , $p > 0.05$). This suggests that while a strong working alliance is desirable, its direct impact on instructional competence is limited in this dataset.
Direct and Total Effects (Supervisory Model $\rightarrow$ Competence).

At moderately high trust (level 3): Supervisory models directly and significantly predict teacher competence (estimate = 0.301, $p = 0.02$), with the total effect also significant (estimate = 0.375, $p < 0.001$). At other trust levels (low-moderate and very high), the direct and total effects are not significant.

Supervisory models are most effective in improving teacher competence when trust is moderately high. When trust is too low, teachers may resist or feel unsupported; when trust is very high, competence is already high, so the incremental effect is minimal.

Moderate to moderately high trust in collaboration is the "sweet spot" for supervisory models to strengthen the working alliance and improve teacher competence.

At very high trust, the effect of supervision on alliance and competence is minimal, likely because the foundation of collaboration is already solid.

Direct supervision is more influential on competence than mediated effects through alliance, emphasizing that school heads' actual practices matter most, especially when trust is moderately high.

Ellis and Ladany (2018) assert that supervisors who deliberately cultivate a strong working alliance are more capable of effectively managing conflicts and resolving misunderstandings that emerge during the supervision process. Through open communication and the demonstration of empathy, supervisors establish a psychologically safe environment in which supervisee feel comfortable expressing concerns and seeking guidance. This supportive climate enhances trust, strengthens the supervisory relationship, and ultimately contributes to a more effective and productive supervisory experience. Thus, school heads should focus on consistent supervisory practices while maintaining a healthy level of trust. Too little trust weakens the effect, while extremely high trust may reduce the observable impact of supervision because teachers are already performing well.

Overall, the findings across the tables indicate that the school head's supervisory working alliance—particularly in terms of agreement on goals, tasks, and relational bond—is significantly associated with teachers' instructional competence across key professional domains. This pattern affirms Bordin's (1983) working alliance framework, which emphasizes that effective supervision is rooted in shared goals, clarity of tasks, and strong relational bonds. The consistent positive relationships suggest that when supervisors foster trust, collaboration, and mutual understanding, teachers are more capable of strengthening their content knowledge, managing learning environments, addressing learner diversity, planning curriculum, conducting assessments, engaging communities, and pursuing professional growth. These results align with Ellis and Ladany's (2018) assertion that supportive supervisory relationships enhance professional functioning and instructional effectiveness.

Moreover, the mediation analysis underscores the pivotal role of the working alliance as a relational mechanism linking supervisory models to instructional competence. Although not all interaction effects reached statistical significance, the significant pathways highlight that supervision alone is insufficient unless it is experienced through a meaningful alliance characterized by trust and collaboration. This finding supports Kahn's (1990) theory of engagement and Edmondson's (2018) concept of psychological safety, both of which emphasize that professional growth occurs in environments where individuals feel supported and valued. Consistent with the Philippine Professional Standards for Teachers (PPST), the results reinforce the view that instructional competence is not developed in isolation but is strengthened through relational, reflective, and context-sensitive supervisory practices.

3. Recommendations

Based on the conclusions, the following recommendations are proposed. School heads may strengthen supervisory practices that emphasize collaboration, clarity of goals, and relational support.

Professional development programs may focus on building supervisory skills in communication, trust-building, and collaborative leadership to enhance working alliances with teachers. Teachers may be encouraged to actively engage in supervisory processes by participating in goal setting, task clarification, and reflective dialogue. Strengthening professional openness can help maximize the benefits of supervisory working alliances. Schools may institutionalize supervisory frameworks that prioritize relational supervision alongside instructional monitoring. Policies and guidelines may be enhanced to ensure that supervision supports both professional growth and instructional competence. Educational authorities may consider integrating supervisory working alliance indicators into leadership standards and evaluation systems to promote supervision that is both instructional and relational. Future studies may explore other moderating variables—such as organizational culture, teacher motivation, or leadership style—that may further explain variations in instructional competence. Longitudinal and qualitative approaches may also provide deeper insights into how supervisory relationships evolve.

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Appendix A. Letter of Request to the Schools Division Superintendent

Republic of the Philippines
Laguna State Polytechnic University
Province of Laguna



August 27, 2025

ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent
Division of Quezon

Sir:

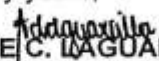
Greetings of peace!

The researcher is conducting a research study, **"TRUST IN COLLABORATION TO SUPERVISORY MODELS AND WORKING ALLIANCE TOWARDS INSTRUCTIONAL COMPETENCE OF THE TEACHERS,"** in partial fulfillment of the requirements for the degree of Doctor of Education Major in Educational Management.

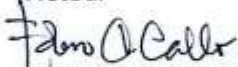
In this regard, I am humbly requesting your good office permission to administer the questionnaire to the respective respondents in all elementary schools of the Candelaria West District. The questionnaire is attached for your reference and review. With assurance that all information gathered will be dealt with utmost confidentiality and will be used for academic purposes only.

Thank you very much for your time and favorable consideration of this request. Your input will greatly contribute to the success of this research. May you continue to be blessed with good health and wisdom.

Sincerely yours,


ARLENE C. LAGUARTILLA
Researcher

Noted:


EDEN C. CALLO, EdD
Dissertation Adviser

Approved:

ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent



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Appendix B. Letter of Indorsement from the Schools Division Superintendent

REPUBLIC OF THE PHILIPPINES
Department of Education
 Region IV-A
 SCHOOLS DIVISION OF QUEZON PROVINCE

1st INDORSEMENT

September 10, 2025

Respectfully returned to **Arlene C. Laguartilla**, Researcher and Doctor of Education major in Educational Management student from the Laguna State Polytechnic University, Province of Laguna, interposing **no objection** to the attached request to conduct the study entitled: **"Trust in Collaboration to Supervisory Models and Working Alliance Towards Instructional Competence of the Teachers"** within the Schools Division of Quezon.

Upon completion of the study, kindly furnish the Schools Division Research Committee (SDRC) with copies of the following documents for archiving purposes through **sdo.quezon.research@deped.gov.ph** and **sdo.quezon.planning@deped.gov.ph**:

- a) This indorsement (scanned, PDF)
- b) Completed research manuscript (PDF or printed copy)
- c) Research instrument used (PDF)
- d) Notarized Data Sharing Agreement (DSA) (scanned, PDF)

Please be reminded that all personnel involved in the data collection shall strictly comply with the **No Disruption of Classes Policy** and the **Time-on-Task Policy** of the Department, as stipulated in **DepEd Order No. 9, s. 2005**.

For your information and guidance.


ROMMEL C. BAUTISTA, CESO V
 Schools Division Superintendent

partja/09/10/25

DEPEDQUEZON-TM-SDS-04-012-004



Address: Sitio Fori, Brgy. Talipan, Pagbilao, Quezon

Trunkline #: (042) 784-0366, (042) 784-0164,

Appendix C. Letter of Request to the Public Schools District Supervisor

Republic of the Philippines
Laguna State Polytechnic University
 Province of Laguna



October 23, 2025

RESTITUTO M. HERNANDEZ, EdD
 Public Schools District Supervisor
 Candelaria West District
 Division of Quezon

Sir:

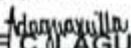
Greetings of peace!

The undersigned is a student at Laguna State Polytechnic University, San Pablo City, Laguna, who is currently conducting her study entitled **"TRUST IN COLLABORATION TO SUPERVISORY MODELS AND WORKING ALLIANCE TOWARDS INSTRUCTIONAL COMPETENCE OF THE TEACHERS"** as part of the requirements for the degree of Doctor of Education Major in Educational Management.

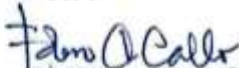
In this regard, I am humbly requesting your good office permission to administer the questionnaire to the respective respondents in all elementary schools of Candelaria West District. Your approval in this regard is earnestly desired and will be highly appreciated, with assurance that all information gathered will be dealt with utmost confidentiality and will be used solely for the study.

Thank you very much.

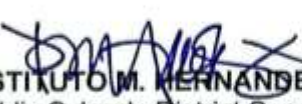
Sincerely yours,


ARLENE C. LAGUARTILLA
 Researcher

Noted:


EDEN C. CALLO, EdD
 Dissertation Adviser

Approved:


RESTITUTO M. HERNANDEZ, EdD
 Public Schools District Supervisor



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Appendix D. Letter of Request to the School Head/Principal

Republic of the Philippines
Laguna State Polytechnic University
 Province of Laguna



October 24, 2025

EDNA R. SORIANO, EdD
 Principal III
 Bukal Sur Elementary School
 Candelaria West District

Madam:

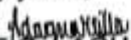
Greetings of peace!

The researcher is conducting a research study **"TRUST IN COLLABORATION TO SUPERVISORY MODELS AND WORKING ALLIANCE TOWARDS INSTRUCTIONAL COMPETENCE OF THE TEACHERS"**, in partial fulfillment of the requirements for the degree of Doctor of Education Major in Educational Management.

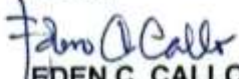
In this regard, I am humbly requesting your good office permission to administer the questionnaire to the respective respondents in your school. Your approval in this regard is earnestly desired and will be highly appreciated, with assurance that all information gathered will be dealt with utmost confidentiality and will be used solely for the study.

Thank you very much.

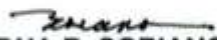
Sincerely yours,


ARLENE C. LAGUARTILLA
 Researcher

Noted:


EDEN C. CALLO, EdD
 Dissertation Adviser

Approved:


EDNA R. SORIANO, EdD
 Principal III



Appendix E. Letter of Request to the Validator of the Questionnaire

Republic of the Philippines
Laguna State Polytechnic University
 Province of Laguna



August 27, 2025

MARICON V. ESTRELLADO, PhD

Principal I
 Mayapyap Elementary School
 Candelaria West District

Madam:

Greetings of peace!

I am currently working on my dissertation in partial fulfillment for a Doctor of Education Major in Educational Management at Laguna State Polytechnic University, San Pablo City Campus. My research is entitled **"TRUST IN COLLABORATION TO SUPERVISORY MODELS AND WORKING ALLIANCE TOWARDS INSTRUCTIONAL COMPETENCE OF THE TEACHERS"**.

In this regard, I humbly request your good office for the validation of my research instrument. Attached herewith is a copy of my survey questionnaire.

Thank you very much for your time and favorable consideration of this request. Your input will greatly contribute to the success of this research. May you continue to be blessed with good health and wisdom.

Sincerely yours,

Arlene C. Laguartilla
ARLENE C. LAGUARTILLA
 Researcher

Noted:

Eden C. Callo
EDEN C. CALLO, EdD
 Dissertation Adviser

Reviewed with Remarks for Revision:

Maricon V. Estrellado
MARICON V. ESTRELLADO, PhD
 External Validator
 09-06-25



Appendix F. Survey Questionnaire

**TRUST IN COLLABORATION TO SUPERVISORY MODELS AND WORKING ALLIANCE
TOWARDS INSTRUCTIONAL COMPETENCE OF THE TEACHERS**

The main purpose of this study is to determine the relationship between school heads' supervisory styles, working alliance, and trust in collaboration, and their impact on teachers' instructional competence of elementary teachers in Candelaria West District, Division of Quezon. Participants are guaranteed the utmost privacy concerning the information provided.

DIRECTIONS: Please indicate your response to each question by selecting the most appropriate answer.

Part I. Respondent's Profile

Name (optional): _____

Sex: ☐ Male ☐ Female Age Years in Service

Highest Educational Attainment:

☐ Bachelor's Degree ☐ With Units in Doctoral Degree
☐ With Units in Master's Degree ☐ Doctoral Degree
☐ Master's Degree

Civil Status:

☐ Single ☐ Widowed
☐ Married ☐ Other, (please specify) _____
☐ Separated

Subject Taught:

☐ GMRC/EsP ☐ English
☐ Language ☐ Science
☐ Reading and Literacy ☐ Mathematics
☐ Makabayan/Makabansa ☐ EPP/TLE
☐ Araling Panlipunan ☐ MAPEH
☐ Filipino

Academic Position:

☐ Teacher I ☐ Master Teacher I
☐ Teacher II ☐ Master Teacher II
☐ Teacher III ☐ Subject Teacher

Part II. Extent of School Head's Supervisory Model

Please mark a check (/) and use the Likert scale below to assess the level of the school head's supervisory model.

- 4 – Manifested to Great Extent (MGE)
 3 – Manifested to a Fair Extent (MFE)
 2 – Manifested to a Little Extent (MLE)
 1 – Manifested to a Negligible Extent (MNE)

Clinical Supervision				
My school head...	4	3	2	1
1. conducts pre-observation conferences to discuss lesson objectives, instructional strategies, assessment, and teacher concerns, and to identify goals and areas for improvement.				
2. conducts classroom observations in a constructive and supportive manner, focusing on instructional improvement using appropriate observation tools and techniques.				
3. provides constructive, research-based feedback after classroom observations to enhance teaching effectiveness.				

4. provides individualized coaching and mentoring based on teachers' specific instructional needs.				
5. uses data-driven analysis from observations to support instructional decision-making and professional development.				
6. holds post-observation conferences to discuss strengths, areas for improvement, and action plans for teaching enhancement through the use of supportive, non-threatening communication.				
Conceptual Supervision				
My school head...	4	3	2	1
1. guides teachers in developing innovative teaching strategies based on educational theories and research.				
2. facilitates intellectual discussions and collaborative problem-solving on curriculum and instruction connected to pedagogy, curriculum and real-life application.				
3. provides professional development programs that integrate theoretical foundations and their practical applications in the classroom.				
4. promotes a culture of inquiry and continuous learning, encouraging teachers to engage in research-based practices.				
5. provides teachers with guidance on curriculum planning and instructional design, focusing on student-centered learning, developing conceptual understanding.				
6. empowers teachers to take ownership of their professional growth, fostering autonomy in instructional decision-making.				
Contextual Supervision				
My school head...	4	3	2	1
1. adapts his/her supervisory approaches based on the unique needs and challenges of the school environment.				
2. aligns supervision with community values, student demographics, and cultural influences affecting education.				
3. encourages teachers to implement localized, contextualized, indigenized, and culturally responsive instructional strategies.				
4. provides situational leadership, adjusting his/her supervision style based on teachers' readiness and competence levels.				
5. implements a supervisory feedback mechanism focusing on real-world classroom challenges, helping teachers develop practical solutions				
6. employs contextual supervision supporting adaptive teaching methods, which allow flexibility in curriculum implementation.				
Differentiated Supervision				
My school head...	4	3	2	1
1. tailors his/her supervisory approach based on teachers' experience, skill level, and professional needs.				
2. develops individualized growth plans to support teachers at different stages of their careers.				
3. permits experienced teachers to be given greater autonomy, while novice teachers receive more structured guidance and mentoring				
4. provides targeted professional development opportunities that are aligned with each teacher's specific areas for improvement.				
5. provides personalized supervisory feedback that acknowledges teachers' strengths while addressing their individual challenges.				

6. demonstrates that his/her supervision serves as a support system rather than merely an evaluative process, ensuring teachers feel empowered rather than scrutinized				
Developmental Supervision				
My school head...	4	3	2	1
1. assesses teachers' growth levels and provides appropriate support based on their professional development needs.				
2. ensures that his/her supervision is focused on continuous learning and improvement, rather than just evaluation.				
3. secures that feedback is formative and constructive, aimed at helping teachers reflect and refine their teaching strategies.				
4. conducts regular coaching sessions and reflective discussions to ensure sustained professional growth.				
5. empowers teachers by involving them in decision-making about instructional improvements and school initiatives.				
6. encourages a supervision process for a growth mindset, where challenges are seen as opportunities for development rather than deficiencies.				

Part III. Extent of Trust in Collaboration Manifested with School Heads

Please mark a check (/) and use the Likert scale below to assess the level or extent of collaboration you experience with your school head.

4 – Manifested to Great Extent (MGE)

3 – Manifested to a Fair Extent (MFE)

2 – Manifested to a Little Extent (MLE)

1 – Manifested to a Negligible Extent (MNE)

Trust in the Process				
My school head ...	4	3	2	1
1. involves teachers in important decisions that affect teaching and learning in consultative and participatory manner.				
2. encourages collaboration among teachers and listens to their concerns through clear communication.				
3. gives sufficient opportunity to express teachers' professional views during meetings.				
4. follows through with collaborative agreements consistently.				
5. fosters a safe environment for honest discussions and feedback.				
6. demonstrates fairness when managing conflicts in collaborative settings.				
Trust the Product	4	3	2	1
As a Teacher, I...				
1. believe that the results of collaborative efforts with my school head are aligned with our instructional goals.				
2. believe that our school initiatives reflect the collective input of teachers and leadership.				
3. believe that the results of our planning efforts are well-communicated and understood.				
4. believe that collaborative decisions have contributed to improved classroom teaching aligned with the goals of quality education.				
5. trust that our collaborative outcomes reflect shared professional values and vision.				
6. have confidence in the sustainability of our collaborative outcomes and can be applied long-term.				

Part IV. Extent of the School Head's Supervisory Working Alliance

Please check the box (/) and use the Likert scale below to assess the school head's supervisory working alliance.

4 – Manifested to Great Extent (MGE)

3 – Manifested to a Fair Extent (MFE)

2 – Manifested to a Little Extent (MLE)

1 – Manifested to a Negligible Extent (MNE)

Agreements on the Goals	4	3	2	1
My school head ...				
1. collaboratively sets specific, measurable, achievable, relevant and time-bound goals with teachers to align with the school's vision and mission.				
2. shares commitment to teachers to achieve instructional and professional development goals.				
3. actively involves teachers in decision-making processes related to curriculum, instruction, and school improvement.				
4. maintains open communication and transparency to ensure alignment between school goals and teachers' professional growth.				
5. resolves conflicts or misunderstandings regarding goals promptly through collaboration and constructive dialogue.				
6. demonstrates mutual respect, commitment, and accountability in fulfilling shared educational objectives with teachers.				
Agreements on the Tasks	4	3	2	1
My school head ...				
1. collaborates with teachers in planning and implementing instructional strategies to achieve academic goals.				
2. establishes clear expectations and responsibilities between school heads and teachers to ensure task alignment				
3. provides consistent guidance and support in accomplishing teaching-related tasks and responsibilities				
4. ensures equitable distribution of tasks, preventing workload imbalance among teachers.				
5. works collaboratively with teachers to address issues related to instructional tasks, student concerns, and school improvement initiatives.				
6. ensures that a structured system for task evaluation and performance assessment is in place to maintain accountability and continuous improvement.				
Agreements on the Bond	4	3	2	1
My school head...				
1. maintains an open and transparent communication to strengthen the bond with the teachers.				
2. encourages collaborative decision-making, ensuring teachers feel valued and included in school policies and initiatives.				
3. recognizes and appreciates teachers' contributions, enhancing morale and motivation.				
4. implements team-building activities and professional development programs to strengthen the connection between school heads and teachers.				
5. manages conflicts and disagreements constructively, promoting mutual understanding and resolution.				
6. allows shared vision and collective commitment between school heads and teachers to contribute to a harmonious and goal-driven school environment.				

Part V. Extent of Teachers' Instructional Competence

Please mark a check (/) and use the Likert scale below to assess the level of teachers' instructional competence in their classroom instruction.

4 – Highly Competent

3 – Competent

2 – Moderately Competent

1 – Not Competent

Content Knowledge and Pedagogy	4	3	2	1
As a teacher, I...				
1. apply knowledge of content within and across the curriculum teaching areas.				
2. use research-based knowledge and principles of teaching and learning to enhance professional practice.				
3. ensure the positive use of ICT to facilitate the teaching and learning process.				
4. use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.				
5. apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.				
6. display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.				
7. use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.				
Learning Environment	4	3	2	1
As a teacher, I...				
1. establish a safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures.				
2. maintain a learning environment that promotes fairness, respect and care to encourage learning.				
3. manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environment.				
4. maintain supportive learning environment that nurture and inspire learners to participate, cooperate and collaborate in continued learning.				
5. apply a range of successful strategies that maintain learning environment that motivates learners to work productively by assuming responsibility for their own learning.				
6. manage learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment.				
Diversity of Learners	4	3	2	1
As a teacher, I...				
1. use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.				
2. establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.				
3. design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.				
4. plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation, chronic illness,				

displacement due to armed conflict, urban resettlement or disasters, child abuse, and child labor practices.				
5. adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.				
Curriculum and Planning	4	3	2	1
As a teacher, I...				
1. plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching strategies.				
2. set achievable and appropriate learning outcomes that are aligned with learning competencies.				
3. adapt and implement learning program that ensure relevance and responsiveness to the needs of all learners.				
4. participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.				
5. select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals.				
Assessment and Reporting	4	3	2	1
As a teacher, I...				
1. design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.				
2. monitor and evaluate learners' progress and achievement using learner attainment data.				
3. use strategies for providing timely, accurate, and constructive feedback to improve learners' performance.				
4. communicate promptly and clearly the learners' needs, progress, and achievement to key stakeholders, including parents/guardians.				
5. utilize assessment data to inform the modification of teaching and learning practices and programs.				
Community Linkages and Professional Engagement	4	3	2	1
As a teacher, I...				
1. maintain learning environment that are responsive to community contexts.				
2. build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.				
3. review regularly personal teaching practice using existing law and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.				
4. comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.				
Personal Growth and Professional Development	4	3	2	1
As a teacher, I...				
1. apply personal philosophy of teaching that is learner-centered.				
2. adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.				
3. participate in professional networks to share knowledge and to enhance practice.				
4. develop a personal and professional improvement plan based on reflection of one's practice and ongoing professional learning.				
5. set professional development goals based on the Philippine Professional Standards for Teachers.				

*Appendix G. Curriculum Vitae***ARLENE CORNEJO LAGUARTILLA**

Lourdes Village Subdivision

Bukal Sur, Candelaria, Quezon

Mobile # 09096700594

Email address: arlene.laguartilla001@deped.gov.ph

**PERSONAL INFORMATION**

Nickname: ACL
 Gender: Female
 Birthday: March 2, 1982
 Place of Birth: Candelaria, Quezon
 Civil Status: Married
 Citizenship: Filipino
 Religion: Catholic
 Spouse: Gerold P. Laguartilla
 Children: Ashley, Angeley and Aceley

EDUCATION AND CREDENTIALS

Graduate Studies	LAGUNA STATE POLYTECHNIC UNIVERSITY San Pablo City Doctor of Education – Educational Management 2019-2026 LAGUNA STATE POLYTECHNIC UNIVERSITY San Pablo City Master of Arts in Education – Educational Management 2013-2019
Tertiary Education	TAYABAS WESTERN ACADEMY Candelaria, Quezon Bachelor in Elementary Education 1999-2003
Secondary	BUKAL SUR NATIONAL HIGH SCHOOL Candelaria, Quezon 1995-1999
Elementary	BUKAL SUR ELEMENTARY SCHOOL Candelaria, Quezon 1989-1995

PROFESSIONAL EXPERIENCES

Teacher III
 Bukal Sur Elementary School
 Bukal Sur, Candelaria, Quezon
 November 17, 2020 to present

Teacher II
Bukal Sur Elementary School
Bukal Sur, Candelaria, Quezon
February 18, 2018 to November 17, 2020

Teacher I
Bukal Sur Elementary School
Bukal Sur, Candelaria, Quezon
August 17, 2006 to February 18, 2018

PROFESSIONAL ELIGIBILITY

Passer Licensure Examination for Teachers (LET) – April 2003
Skill Computer Literate
Hobbies Reading

REFERENCES

ROWENA B. ANDAYA
Master Teacher II
Bukal Sur Elementary School

JOSEPHINE S. ARQUIZA
Principal III
Mangilag Norte Elementary School

CYNTHIA J. REYROSO
Principal II
Pahinga Norte Elementary School