

# Supervisory Support Effectiveness and Removal of Administrative Roles and Their Influence on Teaching Performance

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*Abstract* — The researcher was mainly concerned in determining influence of supervisory support effectiveness and removal of administrative roles on the teaching performance of the public elementary school teachers in the Guagua West District, Division of Pampanga during the School Year 2023-2024. This study was mainly quantitative in approach as it analyses numerical data employing statistical analysis. Specifically, descriptive-correlational design was used. A total of 150 was the actual respondents of the study. They were randomly selected. Questionnaires and documentary analysis were the instruments. Weighted mean, frequency and percentage and Pearson r were applied for interpretation. Results tell that teachers rated supervisory support extended by school heads as great extent with a mean of 4.35. The researcher provided a grand mean of 4.64 or very much relief on removal of the administrative roles. 100.00% of the teachers have outstanding rating on their IPCRF. The influence of effectiveness of the supervisory support on teaching performance marked an r-value of 0.6313 and p-value of 0.0321. The influence of workload relief as a result of the removal of the administrative roles registered an r-value of 0.7638 and p-value of 0.0037. Upon revealing the results of the study, the researcher came up with a proposed enhancement plan. The study has implications on the improvement of human resource development, which lead to improvement of teaching and learning.

***Keywords: supervisory support, teaching performance, administrative roles, effectiveness***

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## I. THE PROBLEM AND ITS BACKGROUND

### Introduction

Supervisory support to teachers is consistently essential. As the teacher undertakes his/her various instructional-related functions, he/she will encounter challenges which will require the appropriate supervisory support. Expectedly, the supervisory support provided to the teacher will be contributory in the enhancement of his/her capability resulting to the commendable teaching performance.

Darling-Hammond gives the need for effective supervisory support a high priority. In the educational sector, especially, the support from the management or directors cannot be neglected as it is very paramount to the teachers. Supervisory support is comprised of a number of activities that are meant to be the professional growth of teachers, the quality of the instructional practices, and eventually the learner's achievements. As Darling-Hammond (2022) rightly says, "Teacher quality is the single most important factor in student achievement" (p. 45). Therefore, providing teachers with strong supervisory support is a necessity for professional development and indeed, having the greatest possible impact on students in the classroom.

Blasé and Blasé (2020) point out that supportive supervision is the key factor in making the environment more welcoming for teachers to grow and succeed. The supervisors who are really good at their job not only give the teachers constructive feedback but also mentor them and provide them with the opportunities to collaborate that eventually leads to teachers' continuous improvement. Moreover, the study done by Hallinger and Murphy (2020) highlights the link between supervisory support and teacher job satisfaction, thereby pointing out the role of supervisory support in uplifting teacher morale and dedication to the teaching profession.

Besides the impact on individual teachers, the effective supervisory support has the greater implications of school effectiveness and student achievement. Louis and Kruse (2020) assert that powerful leadership, which encompasses giving teachers supportive supervision, is a requirement for school improvement activities. Their point is that the receiving of support and the gaining of

power make the teachers more likely to accept new methods of teaching and to participate in reflective teaching, thus setting up the situation that results in better students' learning outcomes.

In addition, the changing educational environment along with teaching becoming more difficult sets the stage for the urgent and continual personalized supervisory support to be in place. Fullan (2020) then recommends that the ideal supervision should not only be focused on assessing the performance but also on creating an environment for continuous learning and professional development. In that way, the supervisors, who have adopted a coaching-based approach, will be able to handle the variety of demands of the teachers as well as supporting them when they encounter difficulties in the process of adapting to the new educational paradigm.

On the other hand, even though the necessity of supervision support has been agreed upon, it is still a matter of concern that the deployment and efficacy of it are challenged. Darling-Hammond and Youngs (2022) warn against the use of superficial or punitive methods in supervision since it would only serve to lower the morale of the teachers and prevent the professional growth from happening. The writers, in fact, promote a supervision model that is collaborative and developmental, one that is based on trust, dialogue, and support that is provided continuously.

Even the Theory Z stressed the importance of successful supervision centering on team effort rather than single employee's effort. There is strong support to create unity and drive the total effort towards effective supervision (Suttle, nd). Theory Z, which was introduced by William Ouchi in the late 1970s, is the talk of the day when it comes to management and its way of viewing things focusing on both Eastern and Western management philosophies. In simple words, Theory Z is a participative management style that focuses on employee involvement, long-term employment, and collective decision-making (Ouchi, 1981). The theory believes that by creating a community feeling and trust amongst the workers, the management can create a labor atmosphere where the worker's loyalty and efficiency are the outcome.

A major tenet of Theory Z is that people do have the power to choose and play a crucial role in making decisions. Ouchi (1981) maintains that organizations can benefit from the employees' creativity, knowledge, and assurance by letting them participate and expressing their

opinions in matters that concern the workplace. This managerial style promotes employee's feeling of owning the business which in turn translates into job happiness and personal attachment to the organization as a result of the improved management style.

In addition, Theory Z highlights the aspect of permanent employment and employee development as being the core. Contrary to the management that prioritizes short-term profits, Theory Z motivates companies to be switch patient and strategic in their outlook of employee retention and development (Ouchi, 1981). Through the provision of job security, training, and career opportunities, the staff can be developed into a loyal and enthusiastic force that will be committed to the long-term goals of the organization.

Theory Z places another significant focus on the crucial aspect of developing an encouraging and cohesive environment in the workplace. Ouchi (1981) claims that if organizations gradually build a community and mutual trust among employees, they will create a scenario where workers see themselves as valued, dignified, and backed. Such an atmosphere of support will not only increase the morale of the workers and their satisfaction with the company but also attract collaboration, innovation, and continuous development in the business.

Essentially, good supervision entails giving employees the proper guidance, support, and feedback in order to help them improve and make professional progress. The study of the existing body of work highlights the connection between the application of Theory Z in practice and successful supervision, clarifying the possibility of using Theory Z as a means to steer supervision towards the areas of worker development and organizational victory.

Ouchi's Theory Z highlights the importance of participatory decision-making, which indicates that employees have a major role in the decision-making process of the company. This is consistent with the concept of supportive supervision, which states that supervisors adhering to Theory Z should include their subordinates in the decision-making process concerning job tasks and responsibilities (Ouchi, 1981). Granting employees the authority to voice their opinions and contribute their ideas will, therefore, enable the supervisors to create a workplace that fosters teamwork, creativity, and empowerment of the employees.

Theory Z promotes the idea of long-lasting employment as well as investing in the training and development of the workforce. Supervisors that follow the guidelines of Theory Z realize how essential it is to support and train employees continuously in order for them to grow and be successful in their jobs (Ouchi, 1981). Good supervision in this situation means not only watching the performance but also providing every employee with coaching, mentoring, and professional development opportunities that match their needs. By developing the employees through investment, the management can build a skilled and motivated workforce that will contribute to the company's success.

Theory Z emphasizes the need to create an organizational culture that is characterized by trust, respect, and cooperation. Supervisors practicing Theory Z give priority to the establishment of strong bonds with their subordinates rooted in trust and respect (Ouchi, 1981). Such an inviting atmosphere not only fosters good supervision but also inspires employees to communicate, be open and feel part of the community. Theory Z supervisors tend to develop a better rapport with their colleagues which in turn makes it easier to give feedback and handle performance issues in a positive manner. Theory Z also implies that organizations should consider the well-being of their employees as a factor to improve their productivity. Here, proper supervision becomes a key factor as it provides the workers with the necessary support and resources to be successful in their jobs (Ouchi, 1981). Managers who prioritize their employees' welfare are likely to create a pleasant working environment where people feel appreciated and are willing to give their best. This process, in turn, leads to increased job satisfaction, higher employee engagement and ultimately the organization reaps the benefits.

Collaboration supervision indicates that all are in charge of their own professional development and at the same time everyone is united, communicates and reflects on their actions (Friend & Cook, 2021). Collaborative supervision does not look like the standard supervision as it opens up a relationship between the supervisor and the supervisee where both aid in goal setting, problem solving, and decision making. Such an approach promotes a culture of trust, openness, and shared responsibility that enhances the effectiveness of supervision interventions.

In the study by Knox and Ingram (2022), collaborative supervision was found as the most popular method among the three evaluated for supervision, for the first two reasons mentioned, and for being the best at work. Moreover, the authors noted that such supervisors provide their supervisees with the tool of control over their professional development and reflective practice through their active participation in the supervision process. This inquiry-and-come-together approach not only helps the teachers to get a clearer view of their techniques but also promotes the student's self-awareness and makes it less daunting to keep improving. Besides, joint supervision fosters communication and relationships among school staff (Stronge & Hindman, 2023). Collaborative supervisors practice open communication, active listening, and constructive criticism to build a supportive workplace. Consequently, the supervisees feel appreciated, respected, and understood. The relationship built between the supervisor and the supervisee is a good one, which leads to more trust, teamwork, and joint decision-making.

Collaborative monitoring is also beneficial for teachers in the way of new ideas and teaching improvement (Friend & Cook, 2021). The collaboration of supervisors at their team members' creativity and professional development through the support of new ideas, exploring various teaching approaches, and engaging in discussions about their best practices. The fact that nobody in this round-the-clock learning and teaching environment has the exclusive right to win can be considered as a good and a bad thing at the same time. However, it is the same freedom that allows the teaching professionals to introduce fresh concepts and to adapt gradually to different learning environments. Besides, collaborative supervision has been modernized in line with the current concepts of how adults learn and develop professionally (Knox & Ingram, 2022). The collaborative supervisor brings about a rather personalized and useful learning experience by acknowledging the abilities and the varying perspectives of the supervisee. This student-centered strategy not only appreciates but also meets the different needs, inclinations, and learning styles of people, thus leading to significant and lasting professional development.

The presence of good supervision is essential in elevating the teacher's performance and thus the entire class. The present literature review scrutinizes the multifarious effects of supervision on teacher performance today and analyze the findings from research and theoretical frameworks. Stronge and Hindman (2023) mention that the performance of teachers has raised as

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a result of the supervision which consists of regular feedback, coaching, and support. Supervisors who provide constructive criticism and guidance to their teachers not only help them find areas for improvement but also enrich their teaching experience. Such support creates a learning and growth atmosphere for both teachers and students. The teachers are always equipped with tools to make their teaching effective and thus have a positive impact on the learning of their students.

Research has shown that effective supervision can significantly improve teacher self-efficacy and job satisfaction (Glickman et al., 2021). The teachers receive the feeling of being valuable, skilled, and the motivation to do their best work when their superiors render them support, through critiques and other ways. The feeling of professors endorsing the students' claims through their own involvement, commitment, and even excitement is great for the students' learning experiences. Further, effective supervision aids teachers in professional development and improvement (Stronge & Hindman, 2023). A supervisor that prioritizes teachers' growth will often give them the opportunity to reflect on their practice, interrelate, and acquire new skills. Teachers expand the range of their teaching methods, perfect their techniques, update their knowledge about the trends in education, and all that by engaging with one another and exchanging best practices.

In addition, good supervision facilitates the application of evidence-supported methods of teaching (Glickman et al., 2021). Supervisors who possess a great deal of knowledge regarding research-based teaching techniques can assist teachers in selecting and implementing successful instructional strategies. This type of support guarantees compatibility between teaching methods and the latest educational standards and research findings, thus contributing to students' improved learning. Supervision that is effective also fosters a culture of accountability and high expectations in educational institutions (Stronge & Hindman, 2023). Supervisors who clarify their goals and hold teachers responsible for their performance grant the staff a sense of urgency and direction. This accountability system motivates teachers to reach their full potential, to continuously improve their skills, and to prioritize student success.

Furthermore, Glickman et al. (2021) argue that supervision of high quality will enable schools to collaborate and share their experiences more easily. The supervisors when support the teachers in their collaboration, then the teachers are able to observe one another, give feedback to

one another, and to plan the lessons together. The inquiry done in the collaboration creates a community of shared learning and shared responsibility, where teachers help and learn from each other to improve their teaching.

Seated at the other end of the teaching-staff spectrum, that singularly focused-on-teaching teachers could be cited as least their largest supporters. Research indicates that teachers who are involved with various non-teaching activities may have their teaching effectiveness' suffer since they cannot give the needed focus to teaching (OECD, 2019). Things like administrative tasks, filing, and meetings that do not relate to teaching absorb the time and energy which could otherwise be directed to the planning of courses, teaching, and student support. In this case, teachers might be exhausted, have a lower level of job satisfaction, and see their effectiveness as an teacher diminished if they are burdened with too many non-teaching responsibilities.

In addition, the rising number of non-teaching tasks may lead to an even heavier burden on teachers' shoulders, thus causing stress and dissatisfaction (Ingersoll & May, 2022). Those teachers who are assigned harder jobs like managing a bulk of paperwork and dealing with bureaucratic processes may find it really hard to maintain a healthy work-life balance and also live up to the expectations of their job. The said stress and unhappiness can, in fact, severely impact teachers' morale, their willingness to work and also performance on the job as a whole. Besides, teachers' involvement in non-teaching activities may result in their professional stagnation and shrinkage (Lortie, 1975). The teaching professionals do need the time and the means to do activities such as self-reflection on their work, peer teaching, and keeping abreast with developments in their fields. But when the teachers are literally swamped with paperwork and administrative duties, there will not be many opportunities left for them to participate in the professional development activities that are geared towards enhancing their teaching skills and consequently the performance of their students, giving them a more favorable position in the academy.

Consequently, students may not be as interested, successful, or learning as well because teachers are not able to cater to the needs of all their students. Besides, the non-teaching duties that are not evenly distributed among the teachers may create a situation where the quality of teaching and the student's performance differ more (Ingersoll & May, 2022). Teachers who find themselves

doing a lot of administrative work may lose time and energy for planning, teaching, and grading lessons. Thus, students in those classes where teachers have high workloads may not benefit from the same quality of instruction and support, thereby maintaining the disparity in educational resources and results.

Non-teaching tasks like paperwork, administrative work, and extracurricular activities may have a negative impact on teachers' ability to concentrate on their primary task of educating and facilitating students (García-Aracil & Winter-Ebmer, 2023). The research points out, that the burdensome non-teaching duties could be the ones that very much contribute to teachers' increased stress levels, burnout, and reduced job satisfaction. As a result, they might not have enough energy, time, or mental space to plan and teach superbly. Teachers' non-teaching chores can also serve as obstacles to teaching and rob teachers of precious teaching time (Johnson et al., 2021). Teachers spending a lot of time on paperwork or other administrative tasks will not have enough time left for lesson planning, grading papers, and providing one-on-one help to students. Consequently, students will suffer from rushed or ineffective teaching, which turns out to be a hurdle for their learning.

Similarly, teachers might find their jobs to be too much and disheartening if they constantly have to perform non-teaching roles (Klassen & Chiu, 2021). Teachers might more frequently feel stressed and dissatisfied in their jobs when they consider non-teaching work as too much or not related to their main tasks. The negative emotional state of the teachers can be passed on to the students, and thus it can also affect the quality of the teaching and the nature of the teacher-student interactions. Teachers might also have to acquire different skills or knowledge through training which might not be directly linked to their teaching duties just to carry out non-teaching jobs (García-Aracil & Winter-Ebmer, 2023). For instance, performing administrative work or being active in extra-curricular activities might require some certain skills like organizing, communicating, or leading which the teachers may not have at all or even be trained in the course of their teaching. When the expectations of a teacher's role do not correspond with their abilities it may lead to the two undesirable situations of inefficiency and poor performance in the non-teaching area which would ultimately affect the effectiveness of the overall teaching process negatively.

Furthermore, the effect of non-teaching jobs on teaching quality might change depending on different factors like school culture, resources, and support systems (Johnson et al., 2021). A school where teachers get sufficient support, resources, and administration might help teachers manage their workloads and thus minimize the negative impact of non-teaching activities on their performance. Conversely, in schools that have limited resources or a culture that imposes too many non-teaching tasks on the teachers, stress and dissatisfaction may render teaching to be less effective.

The Philippine Code of Ethics for Professional Teachers has set up the basic duties and responsibilities that are to be expected from the teachers in the country (Professional Regulation Commission, 1997). Among the major duties of the code is the necessity of assisting the students to develop in all aspects (Panganiban & Piedad, 2015). It is the teacher's duty to make the children develop intellectually, socially, emotionally, and physically. Actually, besides the academic subjects, the teachers must also teach values, character traits, and citizenship. Furthermore, the code underlines the great importance of ethical conduct and professionalism (Cuevas & Gaffud, 2017). Teachers should be honest, possess integrity, and be fair when dealing with students, colleagues, and others in the community. By being ethical, teachers gain the trust and respect of their students. This, in turn, fosters a friendly atmosphere for learning.

According to Ruedas (2018), a classroom filled with warm atmosphere and support is a must for all students. Teachers need to know and cater to the needs, backgrounds, and abilities of each individual. That is to say teachers should apply various methods of teaching, promote mutual respect, and ensure that no child is left unnoticed and excluded in the class. The Code reinforces the necessity of constant learning and self-improvement as very essential matters in the teaching profession (Garcia, 2020). Continuous learning in the life of a teacher, participation in professional development activities, and reflecting on one's teaching for skill and knowledge enhancement are all part of a teacher's lifecycle. By being up to date on the latest trends and practices in education, teachers not only more easily fulfill the needs of their students but also give them a quality education that is surely and universally good.

The Department of Education (DepEd) in the Philippines recently sent out a memo that drew attention to the fact that teachers will no longer have administrative duties. This is meant to help them focus more on their teaching duties (DepEd, 2024). This change shows that more and more people realize that teachers need to make the most of their time and efforts to work directly with students and help them with their schoolwork. The DepEd wants to improve student learning outcomes by making teachers' jobs easier by taking care of administrative tasks. The Department wants to free teachers from administrative work so they can spend more time actually teaching in the classroom. They will be able to focus on the teaching and learning process and become good facilitators of learning with this effort. This effort by the Department will also help protect and improve the health and welfare of public school teachers so that they can teach better, which would lead to better learning for Filipino students (DepEd Order No. 2, s. 2024).

Studies show that taking away administrative duties can make teachers happier and healthier (Aguilar, 2017). Teachers who have too many administrative responsibilities to do may feel more stressed and burned out, which can hurt their morale and effectiveness at work. The DepEd's plan to take away teachers' non-teaching duties could make the workplace better for teachers by making it more positive and helpful.

According to the research, it is vital to utilize the teachers' time and capability to teach to the fullest, which will in turn lead to better students' learning (Fernandez, 2019). Teachers who are not burdened with administrative tasks will probably have more time and energy for lesson organization, curriculum development, and student grading. The increased focus on instruction will likely develop new teaching techniques and student participation in the classroom. Further, the removal of administrative tasks can help teachers distribute the workload more evenly (Cabasag, 2020). Teachers not engaged in administrative work may have more time for collaboration with colleagues, attending professional development workshops, and participating in school-wide initiatives aimed at improving teaching and learning. This cooperation in workload sharing gives the teachers a feeling of collective responsibility and joint efficacy.

The education system in the Philippines gives importance to proper and effective supervision of instruction as the most potent way to ensure that the teacher can give the best

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education to his/her students (DepEd Order No. 2, s. 2015). Instructional tracking and monitoring are very effective in ensuring that teaching methods used in the classroom comply with the educational standards and, at the same time, help students learn. Studies point out the critical role of instructional supervision in the process of teacher quality development and the teachers' professional growth (Clemente, 2018). Supervisors who provide teachers with a constant flow of criticism, support, and professional development opportunities are the ones who help teachers improve their teaching skills and work on the areas where they need to be better.

Moreover, instructional supervision acts as a facilitator of constant development and creative ideas in the sector of teaching and learning (Garcia & Cruz, 2020). By observing the students in class, analyzing their performance data, and providing them with concrete feedback, the supervisors can determine the students' strong points and the areas they need to improve. Through this data-driven process of supervising teachers, the teachers are allowed to implement evidence-based methods of teaching that cater to the needs of all their students. Moreover, instructional supervision is a means of creating a collaborative culture in schools where they learn from one another (Lim & Malabayabas, 2017). The supervisors who advocate the use of collaborative inquiry, peer observation, and reflective practice provide the teachers with opportunities to share their thoughts, best practices, and offer support in terms of professional development. This form of co-operation in the supervision of students makes everybody feel that they are part of the success.

Instructional monitoring, as an aspect of supervision, ensures that the teaching methods are compliant with educational policies and standards of the curriculum (Santos & Ramos, 2019). Supervisors play a major role in facilitating the observation of the curriculum in terms of its application, assessing the quality of the education provided, and rendering the best methods of teaching advice. The cooperation between supervision and curricular aims ensures that teachers obtain the necessary assistance and resources in order to deliver the curriculum and achieve the results they desire. Instructional supervision, on the other hand, plays an important role in making teaching a profession by encouraging the teachers to reflect on their work and to continue learning throughout their careers (Villar, 2016). Supervisors who motivate teachers to perform self-assessments, establish professional objectives, and seek ongoing professional development

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opportunities foster the development of a proficient and introspective teaching workforce. This investment in teacher development not only makes each teacher better at their job, but it also makes the education system in the Philippines better as a whole.

Effective supervision is very important for teachers' performance in the Philippines. It helps them grow professionally and improve the quality of the education they give (DepEd Order No. 35, s. 2005). Research emphasizes the substantial influence of good supervision on teaching performance, particularly in delivering feedback, support, and professional development opportunities to teachers (Custodio, 2018). Supervisors who observe classrooms often, provide teachers helpful input, and offer focused support help them find areas where they can improve and improve their teaching methods.

Supervision that is effective not only eases collaboration among teachers but also promotes the philosophy of constant improvement (Dela Cruz & Dela Cruz, 2019). A supervisor who permits faculty to take turns in research, view each other's classes, and form professional learning communities is opening up the teachers to share their thoughts, best practices, and mutual professional development. This collaborative approach in the supervision of the students develops a common feeling of responsibility and, therefore, accountability for the learners' success. On the other hand, poor supervision may put teachers under the pressure of doubt as to their capacity and at the same time make their jobs less enjoyable (Gonzalez, 2016). When teachers receive constructive feedback and support from their supervisors, they will feel valued, knowledgeable, and motivated to give their best. The feeling of effectiveness and satisfaction leads to more involvement, commitment, and excitement in the classroom, which is good for students' learning experiences.

Furthermore, good supervision allows the use of evidence-based teaching methods (Jalimao et al., 2020). Supervisors who are aware of teaching practices based on scientific research can assist educators in selecting and implementing effective instructional methods. Supervision guarantees that teaching methods are congruent with the latest educational standards and research findings by providing teachers with specialized assistance and resources. This results in improved learning outcomes for pupils. On top of that, effective supervision is one of the major

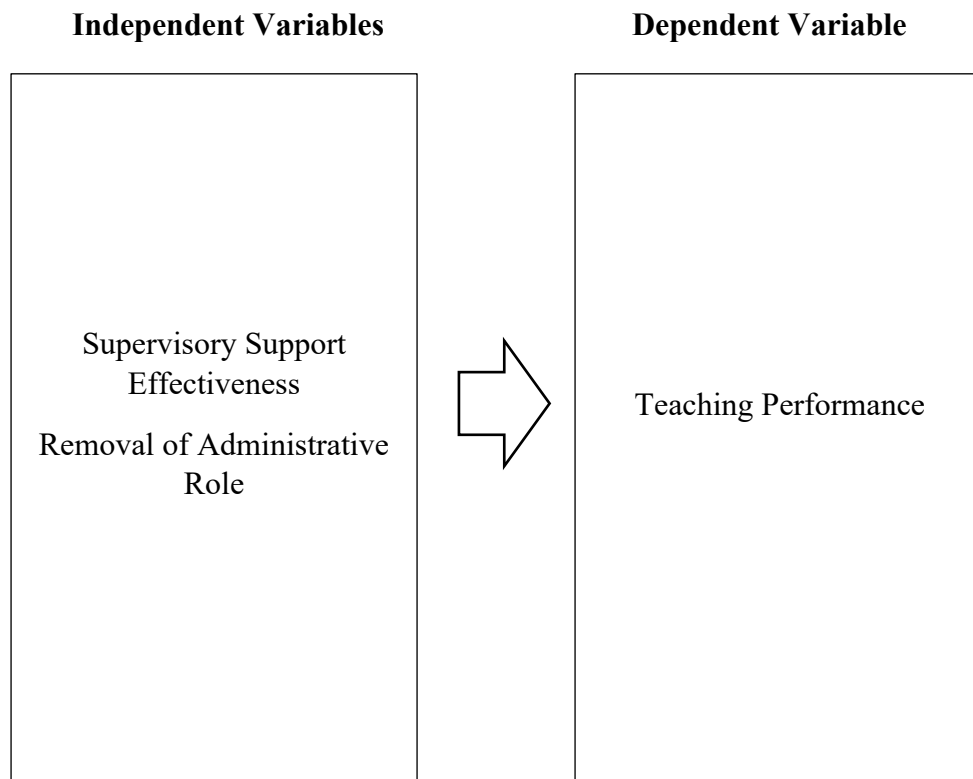
factors that contribute to teachers' decision to remain in their positions and enjoy their work (Mallari et al., 2017). If teachers receive support and opportunities for professional development from their superiors, they are more likely to feel valued, empowered, and inspired in their work. Such a positive working environment increases the happiness and satisfaction of teachers with their jobs, which means that they are more likely to continue working in the same place and maintain the high quality of their teaching.

While there exists considerable research on the impact of effective supervision on teaching performance in the Philippines, there remains a notable gap in understanding the specific mechanisms through which supervision influences various aspects of teacher practice and student outcomes. Existing studies have predominantly focused on the overall relationship between supervision and teaching effectiveness, but there is a need for more nuanced investigations into the specific supervisory support effectiveness and its influence on teaching performance. Additionally, the inclusion of the removal of the administrative roles of teachers is an area which was not yet investigation particularly treating it as a moderating variable using the Structural Equation Modelling. Concentrating on this research topic will be more useful to the field and can contribute in enriching the existing empirical data on supervisory support effectiveness, teaching performance and the removal of the administrative roles to teachers. This study therefore was focused on determining the influence of supervisory support effectiveness and removal of administrative roles on the teaching performance of the public elementary school teachers in the Guagua West District, Division of Pampanga during the School Year 2023-2024.

### **Conceptual Framework**

The conceptual framework depicted the discussion of concepts in the review of related literature. The presentation of the variables and their presumed interrelationship is actually drawn from the review of the related literature which also includes the theoretical framework.

As shown in Figure 1, the independent variables were the supervisory support effectiveness of the school heads and removal of administrative roles. The dependent variable was the teaching performance. The arrow in the middle is the hypothesized influence of the variables



**FIGURE 1**  
**PARADIGM OF THE STUDY**

### Statement of the Problem

The researcher was mainly concerned in determining influence of supervisory support effectiveness and removal of administrative roles on the teaching performance of the public elementary school teachers in the Guagua West District, Division of Pampanga during the School Year 2023-2024.

Specifically, the study answered the following questions:

1. How do the teachers describe the level of effectiveness of the supervisory support extended by their school heads?
2. How do the teachers describe their extent of workload relief as a result of the removal of the administrative roles?
3. What is the level of the teaching performance of the teachers as evidenced by their obtained IPCRF?
4. Does the level of effectiveness of the supervisory support extended by the school heads significantly influence the teaching performance?
5. Does the extent of workload relief as a result of the removal of the administrative roles significantly influence the teaching performance?
6. Based on the findings of the study, what enhancement plan may be developed?

## **Hypotheses**

The following were the null hypotheses:

1. The level of effectiveness of the supervisory support extended by the school heads significantly does not influence the teaching performance.
2. The extent of workload relief as a result of the removal of the administrative roles does not significantly influence the teaching performance.

## **Significance of the Study**

The following are expected to benefit from this study:

**Policy Makers at the Central Office.** The study's findings will be a great help to the teaching field, as it can offer understanding of how helpful supervisory support is in improving

teaching performance, thereby guiding the formation of rules and standards for supervisory practices. Besides, Regional Monitoring Teams will be able to use the study's conclusions to analyze the role of supervisory support in determining the quality of teaching in their areas and accordingly adjust their monitoring and support strategies..

**Chiefs of School Governance and Operations.** The study's results may be utilized to modify the monitoring methods and offer precise aid to the institutions in raising the learning productivity. Knowledge about the importance of coaching assistance in teacher's efficiency will make school managers more powerful as they will be able to create a school atmosphere that is supportive and helps mostly with staff training and personal development.

**Teachers.** The study will provide the teachers with insights regarding the significance of supervisory support in boosting their teaching performance and they may indirectly become the beneficiaries of the professional development opportunities tailored to their needs and based on the study results. The students will be the ultimate winners as they will experience the positive impact of the supervisory support on the teachers' performance, which will in turn lead to better quality of learning and higher academic results.

**Future Researchers.** The researchers can use the outcomes obtained in the study to investigate further the interactions between the support coming from supervisors, the performance of teachers, and the moderating effect of abolishing administrative positions. In general, the research might open up new ways of thinking about policies, practices, and interventions that are directed towards making the teaching more effective and hence the overall educational outcomes for all parties concerned better.

### **Scope and Delimitation**

The data collection was confined in the West District of Guagua, Pampanga during the School Year 2023-2024. The coverage of the study was delimited in the description of the level of effectiveness of the supervisory support extended by their school heads, level of the teaching performance of the teachers as evidenced by their IPCRF, and the extent of workload relief as a result of the removal of the administrative roles.

## Definition of Terms

The following are defined conceptually and operationally to better understand the study:

**Removal of Administrative Roles.** This refers to the relieving of the teachers from any non-teaching related roles which are administrative in nature.

**Supervisory Support Effectiveness.** This refers to the various support extended by the school heads to the teachers to improve their instructional competence.

**Teaching Performance.** This refers to the actual ratings obtained by the teachers in the IPCRF.

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## II. METHODOLOGY

This chapter discusses research design, respondents and sampling technique, instrumentation, data collection and data analysis.

### Research Design

This study was mainly quantitative in approach as it analyses numerical data employing statistical analysis. In the elaboration of Creswell (2014), quantitative research is more on social inquiry focusing on human problems. It is based on a theory that defines the variables which are measured in numbers and are analyzed as to their relationship and influence using statistical tools.

Basically, this study is descriptive because it describes the effectiveness of the supervisory support of the school heads, the level of teaching performance and the level of relief of teachers in the removal of their administrative roles. On the other hand, the correlational procedure was adopted because it determined the influence of effectiveness of the supervisory support of the school heads and removal of the administrative roles to the teaching performance of the teachers.

### Respondents of the Study

The study was confined in the Division of Pampanga in particular the West District of Guagua. There were 10 public elementary schools that agreed and were considered in the actual data collection. The teacher-respondents were the public elementary schools of the mentioned number of public elementary schools and they were selected using the random sampling and 10 teachers were selected in each school. Thus, a total of 150 was the actual respondents of the study. Table 1 presents the teacher-respondents from each school.

**TABLE 1**  
**TEACHER-RESPONDENTS FROM EACH SCHOOL IN THE DISTRICT**

<b>Elementary Schools in the District</b>	<b>Sample size</b>
School 1	10
School 2	10
School 3	10
School 4	10
School 5	10
School 6	10
School 7	10
School 8	10
School 9	10
School 10	10
School 11	10
School 12	10
School 13	10
School 14	10
School 15	10
<b>Total</b>	<b>150</b>

### **Research Instruments**

The review of related literature was an essential step undertaken by the researcher in the development of the questionnaire. The different concepts that were accumulated by the researcher, in the light of the main topics covered in the study, were taken in the development of the following questionnaires.

The Supervisory Support Effectiveness Assessment for Teachers which was adopted from Macam (2024) but was modified to suit it more in the context of this study. There were specific items to describe the supervisory support of the school heads and each item will be assessed by

the teachers as the level effectiveness. Their assessments will be based on the quantitative scale from 1-very least extent to 5- very great extent.

The Assessment on the Relief of Removing Administrative Roles. This was administered to the teachers to make their assessments on the extent of their workload relief in the removal of the administrative roles. Their assessments was guided by the quantitative scale from 1- Very Least relief to 5- Very Much Relief.

Documentary analysis was used for teaching performance.

### **Data Collection**

The beginning of the data gathering procedure was formally asking for permission to conduct interviews. The Graduate School officials, the Schools Division Superintendent, the Public Schools District Supervisor, and the School Principal all got a long letter asking for something. All of these were essential sources of information for the research. After getting all the necessary approvals, the data gathering were meticulously scheduled. This planned and approved procedure makes sure that the data collection phase begins in a formal and organized fashion.

### **Ethical Considerations**

This research gives utmost priority to the rights and welfare of all participants, in line with the ethical standards prevailing in research. As a starting point for the research, the researcher shall humbly ask specific permission from the appropriate authorities, such as key informants like school administrators, the Schools Division Superintendent, the Public Schools District Supervisor, and the School Principal. This initial step is quite essential to keep things open and transparent and to establish a ground for collaborating on the project. The ethical practice of informed consent will be strictly followed throughout the study undertaking.

The respondents were provided with all of the information that was available to them prior to the beginning of the process of data collection. This material included the major objective, the aims, and the anticipated findings of the study. This action was taken prior to the beginning of the

process of data collecting. As a consequence of the utilization of this strategy, individuals were endowed with the capacity to make an informed decision regarding whether or not they intended to take part in the study. Not only did this provide them with a sense of autonomy, but it also ensured that the activities they took part in were carried out in a manner that was in accordance with their tastes and the level of comfort they were experiencing at the time.

The persons who took part in the activity would not be subjected to any kind of financial burden, as stated in the previous statement, and participation would be entirely voluntary. When considered in this context, the only reason why participants would want to take part in the research is the desire to share their thoughts and experiences with other individuals.

For the purpose of protecting the identities of the principal informants and ensuring that their anonymity was preserved, the highest feasible precautions were taken. Each and every one of the findings that were gained from the interviews, in addition to any personal information that was gathered throughout the course of the research, were handled with the utmost professionalism and complete discretion. Because the researcher took the utmost precautions to guarantee that the information provided by the participants would be kept confidential, the participants will experience a higher sense of trust and openness throughout the procedure.

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## Statistical Treatment of Data

The following statistical treatment were applied :

1. Weighted mean, to determine level of effectiveness of the supervisory support of the school heads.

### Level of Effectiveness of Supervisory Support of School Heads

Scale	Verbal Interpretation	Range of the Weighted Mean
5	Very Great Extent	4.51-5.00
4	Great Extent	3.51-4.50
3	Fair Extent	2.51-3.50
2	Least Extent	1.51-2.50
1	Very Least extent	1.00-1.50

### Extent of Workload Relief

Scale	Verbal Interpretation	Range of the Weighted Mean
5	Very Much Relief	4.51-5.00
4	Much Relief	3.51-4.50
3	Fair Relief	2.51-3.50
2	Least Relief	1.51-2.50
1	Very Least Relief	1.00-1.50

2. Frequency and percentage, to determine the level of teaching performance of the teachers.

3. Pearson R Moment of Correlation, to determine the influence of variables

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### III. RESULTS AND DISCUSSIONS

This chapter presents the results of the statistical analysis applied to the gathered data from the respondents of the study.

#### 1. Effectiveness of the Supervisory Support Extended by School Heads

The researcher looked on the effectiveness of the supervisory support extended by their school heads. As shown, teachers rated supervisory support extended by school heads as great extent with a mean of 4.35. The same table tells that “explains the purpose of supervision” is rated with the highest mean of 4.52, while the lowest mean of 4.27 is on “discusses with me focus of the supervision”.

It would appear from this that teachers recognize the significance of the support provided by school administrators in order to ensure that they are able to deal with the requirements for improvement that they have. Employees' job-related behaviors, such as task performance, job stress, workplace deviance, and the behavior of members of work teams, can be influenced by the behavior of supervisors. In a study that was published in Payne (2014), the author proposed that future research on employees should take a more serious approach to the implementation of supervisory support and its impact on performance and behavior. Supervisory support is especially important in the context of education since it helps to ensure that teachers are competent to perform their jobs in accordance with the standards set by the Department of Education (DepEd).

**TABLE 2**  
**ASSESSMENT OF SUPERVISORY SUPPORT OF SCHOOL HEADS**

<b>My school head...</b>	<b>Mean</b>	<b>Description</b>
1. discusses with me focus of the supervision.	4.27	Great Extent
2. delineates the objectives of the supervision	4.39	Great Extent
3. explains the purpose of supervision.	4.52	Very Great Extent
4. listens to my views during the discussions	4.44	Great Extent
5. suggests steps to improve my teaching	4.38	Great Extent
6. specifies possible actions to adopt but still consults me.	4.39	Great Extent
7. gets feedback from me about the supervision extended.	4.37	Great Extent
8. develops well defined agreements during the post-conference.	4.34	Great Extent
9. ensures that details are discussed and explained during the pre and post-conference	4.32	Great Extent
10. ensures that no detail is left unclear	4.31	Great Extent
11. elicits experts supports for collaborative effort.	4.32	Great Extent
12. seeks the expertise of the others .	4.35	Great Extent
13. avoids single person dominating the supervisory supports	4.33	Great Extent
14. gives emphasis on collaboration and healthy relationship	4.34	Great Extent
<b>Grand Mean</b>	<b>4.35</b>	<b>Great Extent</b>

## 2. Extent of Workload Relief as a Result of the Removal of the Administrative Roles

The researcher also gathered data on extent of workload relief as a result of the removal of the administrative roles of teachers. The researcher provided a grand mean of 4.64 or very much

relief on removal of the administrative roles. The same table tells that highest mean of 4.69 is found on “gives me enough energy for my main function, teaching”, while lowest mean of 4.61 is on “improves my ability to handle my class”.

Data tells that teachers really welcome the removal of administrative roles on them. When these are done, they can focus on their primary function which is teaching. Junio (2024) underscored that when teachers are not given other tasks aside from teaching, they will have time to prepare for their class and internalize on things that they need to learn and reflect on. The main function of teachers is to teach that is why administrative roles are burdens for them.

**TABLE 3**  
**ASSESSMENT OF WORKLOAD RELIEF AS A RESULT OF THE REMOVAL OF THE ADMINISTRATIVE ROLES**

<b>Performing my main work without administrative roles...</b>	<b>Mean</b>	<b>Description</b>
1. gives me more focus on my teaching activities.	4.67	Very Much Relief
2. gives me enough energy for my main function, teaching	4.69	Very Much Relief
3. reduces my fatigue due to over workload.	4.62	Very Much Relief
4. prevents role conflict	4.64	Very Much Relief
5. gives me time for reflective practice	4.68	Very Much Relief
6. enhances my energy for work	4.62	Very Much Relief
7. ensures that my effort is only for teaching.	4.62	Very Much Relief
8. ensures that my main duty which is teaching is never neglected.	4.64	Very Much Relief
9. spends time for instructional challenges to resolve	4.62	Very Much Relief
10. improves my ability to handle my class	4.61	Very Much Relief
<b>Grand Mean</b>	<b>4.64</b>	<b>Very Much Relief</b>

### 3. Level of Teaching Performance

The researcher also gathered data on teaching performance. 100.00% of the teachers have outstanding rating. This means that teachers were able to go beyond the minimum expectations in teaching and they have a huge chance to be promoted.

When it comes to defining the overall success of students and the type of education they receive, the performance of teachers is an aspect that is incredibly crucial to consider. It is crucial to have a strong grasp of the elements that influence the performance of teachers in order to guarantee that teachers are provided with the right help, skills, and resources to effectively fulfill their duties (Bacus et al., 2024). This understanding is necessary in order to ensure that teachers are able to effectively fulfill their jobs.

**TABLE 4**  
**SUMMARY OF PERFORMANCE RATING**

<b>Rating</b>	<b>Frequency</b>	<b>Percentage</b>
Outstanding	150	100.00
Very Satisfactory	0	0.00
<b>Total</b>	<b>150</b>	<b>100.00</b>

### 4. Influence of Effectiveness of the Supervisory Support on Teaching Performance

The researcher also assessed the influence of effectiveness of the supervisory support on teaching performance. It was revealed that influence of effectiveness of the supervisory support on teaching performance marked an r-value of 0.6313 and p-value of 0.0321. This means that improvement of supervisory support will have improvement on teaching performance.

Tomar et al. (2021) stated supervisory support plays a crucial role on the part of the teachers. When they are given enough support like technical assistance, they have better chance of providing quality instruction which will reflect on their teaching performance as classroom teachers.

**TABLE 5**  
**PEARSON ANALYSIS OF EFFECTIVENESS OF THE SUPERVISORY SUPPORT ON TEACHING PERFORMANCE**

<b>Variables</b>	<b>r-value</b>	<b>p-value</b>	<b>Decision</b>
Effectiveness of the Supervisory Support and Teaching Performance	0.6313	0.0321	Reject Null

### **5. Influence of Workload Relief as a Result of the Removal of the Administrative Roles on Teaching Performance**

The researcher also assessed the influence of workload relief as a result of the removal of the administrative roles on teaching performance. Table tells that influence registered an r-value of 0.7638 and p-value of 0.0037. This means that improvement of relief given by removal of administrative roles exert improve on teaching performance.

Cornista (2025) underscored that teachers were given huge relief because of the removal of administrative roles. They were given the chance to allot their extra time on preparation so they can teach better and provide quality instruction to their learners.

**TABLE 6**  
**PEARSON ANALYSIS OF WORKLOAD RELIEF AS A RESULT OF THE REMOVAL OF THE ADMINISTRATIVE ROLES ON TEACHING PERFORMANCE**

<b>Variables</b>	<b>r-value</b>	<b>p-value</b>	<b>Decision</b>
Effectiveness of the Supervisory Support and Teaching Performance	0.7638	0.0037	Reject Null

## 6. Proposed Enhancement Plan

Upon revealing the results of the study, the researcher came up with a proposed enhancement plan.

Strategy	Activities	Persons Involved	Time Frame	Expected Output
1. Strengthen instructional supervision and mentoring	<ul style="list-style-type: none"> <li>- Conduct regular classroom observations with constructive feedback sessions.</li> <li>- Establish a peer mentoring program where experienced teachers coach others.</li> <li>- Hold monthly learning action cell (LAC) sessions focusing on instructional innovations.</li> </ul>	School Head, Master Teachers, Teachers	Quarterly	Improved teaching practices; documented feedback and mentoring reports.
2. Streamline teachers' administrative tasks	<ul style="list-style-type: none"> <li>- Assign dedicated administrative aides or clerk support for record-keeping and documentation.</li> <li>- Digitize forms and reports for easier submission.</li> <li>- Delegate non-teaching roles (e.g., property inventory, procurement tasks) to designated personnel.</li> </ul>	School Head, Administrative Officer, Teachers	Within the school year	Reduced administrative workload; improved teacher focus on instruction.
3. Provide supervisory support for professional growth	<ul style="list-style-type: none"> <li>- Conduct needs-based in-service training (INSET).</li> <li>- Implement coaching cycles based on classroom observation results.</li> <li>- Recognize exemplary teachers for motivation.</li> </ul>	School Head, Supervisors, Master Teachers	Semi-annually	Enhanced teacher competence and morale.
4. Establish monitoring and evaluation system	<ul style="list-style-type: none"> <li>- Develop a monitoring tool to assess changes in teaching performance and workload.</li> <li>- Conduct teacher satisfaction surveys regarding support and workload.</li> </ul>	School Head, SIP Team, Teachers	Bi-annually	Evaluation reports and improvement recommendations.

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#### IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and the recommendations of the study.

##### Summary of Findings

The following were the highlights of the study:

1. Teachers rated supervisory support extended by school heads as great extent with a mean of 4.35..
2. The researcher provided a grand mean of 4.64 or very much relief on removal of the administrative roles.
3. 100.00% of the teachers have outstanding rating on their IPCRF.
4. The influence of effectiveness of the supervisory support on teaching performance marked an r-value of 0.6313 and p-value of 0.0321.
5. The influence of workload relief as a result of the removal of the administrative roles registered an r-value of 0.7638 and p-value of 0.0037.
6. Upon revealing the results of the study, the researcher came up with a proposed enhancement plan.

##### Conclusions

The following were the conclusions of the study:

1. Teachers recognize the significance of the support provided by school administrators in order to ensure that they are able to deal with the requirements for improvement that they have..

2. Teachers really welcome the removal of administrative roles on them. When these are done, they can focus on their primary function which is teaching.

3. Teachers were able to go beyond the minimum expectations in teaching and they have a huge chance to be promoted

4. Effectiveness of supervisory support gives a significant influence on teaching performance. This means that improvement of supervisory support will have improvement on teaching performance.

5. Workload relief on removal of administrative roles gives a significant influence on teaching performance. This means that this workload relief will have improvement on teaching performance.

6. The proposed professional enhancement plan aims to be of great help to teachers for better teaching performance.

## **Recommendations**

The following are the recommendations offered:

1. School heads may continue conducting supervisory support to their teachers. However, they should be aligned with yearly Performance Monitoring and Evaluation System for teachers to ensure that they will be of great to teachers in their career advancement.

2. School heads and instructional supervisors may continue to monitor the removal of administrative roles and ensure that they are given to assigned non-teaching personnel.

3. Best practices of teachers may be shared with one another through festival of teaching to further enrich their teaching competence based on PPST indicators.

4. School heads may plan the supervisory support based on the individual professional development needs of teachers so they will be able to meet them on time.

5. The remaining administrative roles of teachers may be assigned to new project development officers and administrative aides that will be hired by DepEd so teachers can further focus on teaching.

6. The proposed enhancement plan may be used in one school to test its effectiveness.

7. Future researchers may dwell on examining how the school heads cope with the immediate removal of administrative roles to teachers.

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