



**TEACHERS' EXPERIENCES ON SCHOOL HEADS SUPERVISORY
AND ADMINISTRATIVE PRACTICES: BASES FOR PROGRAM
RECOMMENDATION**

**CHARLENE D. DE LA CRUZ
TEACHER III**

San Enrique Manuel Palu-Ay Sr. Memorial High School
charlene.diaz0102@gmail.com

ABSTRACT

This study employed a phenomenological research approach to analyze the lived experiences of twenty-four (24) teachers from the Public Schools District of San Enrique, SDO-Iloilo about the supervisory and administrative practices of school heads as the basis for a recommendation program. The data were collected, transcribed, and subjected to thematic analysis using a verified interview schedule. The results showed that many school heads exhibited strict, egoistic, and compliance-focused supervisory behaviors that led to low morale and constrictive work environments. Administrative methods similarly ranged from insufficient coordination, opaque leadership, and inequitable workload distribution to transparent communication, inclusive management, strong financial stewardship, and orderly school operations. The study suggested a recommendation program, which aims to close the gaps found by encouraging improved supervisory and administrative practices.

Keywords: *Supervisory Practices, Administrative Practices, Teachers' Experiences, Program Recommendation*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

The general standard of teaching and learning within educational institutions is greatly influenced by effective school leadership. School heads are expected to display good supervisory and administrative practices that guide teachers, enhance instructional delivery and foster an environment that upholds and encourages the values of professionalism and accountability. In the Philippine education system, the expanding demands of curriculum reforms, increasing learner diversity, and heightened expectations for teacher performance underline the need for school heads who can provide effective oversight and strong administrative guidance. As frontline leaders in schools, the supervisory and administrative practices of school heads immediately influence teachers' experiences, motivation, and performance, thus affecting student results.

Recent local research highlights the role of instructional monitoring in increasing teacher effectiveness. Go and Rey (2024) highlighted how systematic classroom observations, feedback systems, and coaching methods can improve instructional quality, highlighting that the instructional supervision by school heads' skills have a substantial impact on instructors' performance. Velez (2025) found a strong correlation between teachers' performance and the administrative and supervisory skills of school administrators, indicating that good leadership practices create a nurturing environment where educators can flourish.

In higher education settings, Embodo (2024) discovered that supervisory practices of program heads are directly linked to teachers' teaching efficacy, suggesting that leadership direction influences teachers' confidence and ability to carry out their instructional obligations.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



These findings show that effective supervision should extend beyond mere compliance monitoring and instead promote a developmental, mentoring-oriented strategy that empowers teachers. In the public-school context, Poloyapoy et al. (2024) highlighted both the practices and challenges faced by academic managers in exercising teacher leadership, noting that while schools aim to promote collaborative leadership, various organizational and resource-related constraints hinder optimal implementation.

Despite these insights, there remains a need to further examine how teachers themselves experience and interpret the supervisory and administrative practices of their school heads. Teachers' lived experiences offer critical viewpoints that might highlight gaps, strengths, and development areas in present supervisory practices. Understanding these experiences is critical in building programs and interventions that correspond with teachers' needs and school realities.

This study aimed to examine teachers' lived experiences regarding the administrative and supervisory practices of their school heads within their respective schools. By analyzing these experiences, the study aimed to offer insights and contribute to a deeper understanding of the subject matter, with evidence-based recommendations that would help increase leadership practices, build teacher support systems, and contribute to more successful school management.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MATERIALS AND METHODS

Research Methodology

This chapter outlines the research design, methodology, study participants, sampling strategy, data collection procedures, research instruments, and data analysis techniques employed in the study.

Research Method

In this qualitative study, participants were chosen using purposive sampling to ensure they satisfied the specified inclusion criteria. A semi-structured interview utilizing a program designed by the researcher was utilized to collect data.

The transcribed information from focus groups and video-recorded interviews was examined using thematic analysis as cited in, Tyler 2023. Participants' supervisory viewpoints and administrative services was explored during the interviews.

The researcher-developed interview guide offered a structured yet adaptable approach to conducting interviews, ensuring clarity and understanding for both the researcher and respondent clarity. Walker (2020) utilized thematic analysis following the six-phase framework of Braun and Clarke to analyze interview transcripts and identify patterns, themes, and subthemes from participants' experiences.

Research Design

This research utilized a phenomenological methodology to examine the personal experiences of the participants regarding supervisory and administrative practices. According to Wald et al (2021), phenomenology aims to comprehend and characterize the essence of a

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



phenomenon as it is experienced by people, free from assumptions or interpretations. This study aimed to document teachers' actual experiences with school administrators' supervision and administrative procedures. By examining their personal experiences, the study aims to uncover the deeper meanings, challenges, and impacts associated with these practices, providing a comprehensive understanding of their role within the educational context.

According to Nicholls (2021), the study highlights the significance of participants' unique perspectives in order to fully comprehend the phenomenon being studied. The study examined how each participant's specific role, background, and context shaped their experiences with virtual meetings. This technique allows the study to recognize the diversity of perspectives and the complex elements that influence supervisory and administrative practices of school directors.

Participants of the Study

The 24 teachers from the four chosen schools in the District of San Enrique, Schools Division Office of Iloilo (SDO-Iloilo), participated in this inquiry.

A total of 24 people was considered on this investigation. Purposive sampling will be considered for the selection of the participants in the study.

Sampling Design

The study employed purposive sampling as its sampling method, a non-probability technique in which participants are chosen by the researcher based on specific criteria. These criteria may include the participants' expertise related to the research topic or their ability and willingness to engage in the study (Ner, 2023).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The study participants were chosen according to the established inclusion criteria. These are: (1) Participants are teachers in a public school; (2) The participants' workstation located in the schools District of San Enrique, SDO - Iloilo, and (3) The participants' experienced supervisory and administrative practices of school heads this school year 2024 - 2025.

Research Instrument

This study employed a researcher-developed interview guide to determine the lived experiences of teachers on supervisory and administrative practices of school heads in the Public School District of San Enrique, SDO - Iloilo.

The research instrument comprised four documents:

(1) Letter to Respondents. This document formally informed participants of their selection for the study and emphasized the strict confidentiality of their responses. (2) Letter of Consent. This recorded participants' agreement or refusal to participate, with their signature and the date serving as formal validation. (3) Profile of Respondents. This collected personal information along with the participant's chosen code name. (4) Interview Schedule. This contained two open-ended questions, designed to align directly with the primary objective of the study.

Validity of the Research Instrument

To establish the validity of the instrument, the initial draft was first reviewed by the thesis adviser and subsequently evaluated by a panel of experts for face and content validation, as well as item evaluation. The panel, comprising specialists in science, testing and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



measurement, and statistics, assessed each item was evaluated according to established criteria, including its appropriateness, relevance, and clarity of language, and grammatical accuracy. All corrections, recommendations, and suggestions provided by the panel were incorporated into the final version of the instrument.

Moreover, no formal reliability test was conducted on the instrument. Instead, content, face, and construct validity were emphasized. As previously noted, the instrument underwent validation by experts, and their recommendations and suggestions were incorporated prior to data collection.

In content-related evidence of validity as suggested by Wald et al., (2021), the content and format must be consistent with the definition of variables and sample of the subject to be measured and is also helpful in validating the items in the questionnaire. The feedback, corrections, and recommendations offered by the panel of validators concerning the items in the interview guide were carefully considered and incorporated into the final draft.

Ethical considerations in research were carefully addressed in both the content and structure of the instrument.

Data Gathering Procedures

The researcher rigorously followed government-mandated safety protocols to protect the health and safety of all participants and research personnel. A formal request for permission to conduct the study was submitted to the School Superintendent of the Schools Division of Iloilo (SDO-Iloilo). Upon receiving approval, the researcher provided the signed authorization to the respective public school district office, who will then assist in identifying

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



potential participants for the study. The researcher employed purposive sampling to select the study participants who are directly involved in supervisory tasks. This targeted selection ensured that the participants have relevant experiences and insights into the subject matter.

Once the participants have been identified, the researcher collaborated with the district supervisors to arrange the interview schedules to the teachers. To gather comprehensive and diverse insights, a series of interviews was conducted, organized by school. This method allowed the researcher to conduct in-depth discussions with the participants, encouraging the sharing of experiences and perspectives. Interview sessions were recorded to accurately capture the participants' responses, ensuring that the full range of their expressions and insights are documented. Prior to the interview, the researcher sought the participants' informed consent to record the discussions, ensuring that they are aware of the recording and its purpose.

After conducting the interviews, the researcher compiled all collected data for analysis. A thematic analysis approach, as outlined by Braun, Clarke, and Hayfield (2015), was employed to identify common themes, patterns, and key insights from the interviews. This method allowed the researcher to systematically examine the data and provide a detailed, detailed account of the participants' experiences supervisory task and administrative practices as school heads in SDO - Iloilo. The findings from this analysis served as the foundation for evaluating the effectiveness of these practices and pinpointing areas for enhancement in the development of the recommended program.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Data Analysis

Validation of the interview guide was reviewed by a panel of experts. All feedback and recommendations pertaining to the validation of the instrument were carefully taken into account.

Interviews and conversations in the audio recorder during interview were transcribed. A thematic approach was employed to analyze the collected data. Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun, Clarke & Hayfield, 2021). This approach involves not only describing the data but also engaging in interpretive work during the selection of codes and the formulation of themes.

RESULTS AND DISCUSSIONS

This study aimed to investigate teachers' lived experiences with school heads' administrative and supervisory procedures as the foundation for developing a recommended program. This study employed a phenomenological research design. This method made it possible to comprehend their perspectives and experiences in great detail.

Twenty-four (24) teachers from the Public Schools District of San Enrique, SDO-Iloilo, who were specifically chosen based on inclusion criteria to guarantee pertinent experience, were among the participants. To ensure clarity and relevance, a panel of experts validated the content and form of an a researcher-developed interview schedule.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Thematic analysis was used to code responses and find recurrent patterns, themes, and sub-themes in the transcriptions of the interviews with twenty-four purposively chosen participants. This approach made it easier to conduct a methodical analysis of the participant narratives in order to get understanding of the difficulties and efficacy of school head procedures.

The results of this investigation are as follows:

Based on the lived experiences of the teachers, school heads used harsh, self-serving, and egotistical supervision techniques. School heads' authoritarian actions discouraged free communication and trust by creating a constrictive and hostile work environment. Transparency and communication are lacking. Poor transmission of knowledge and ineffective communication produced confusion, inefficiency, and concern among teachers. School heads were fault-finding, compliance-focused supervisors. They prioritized inspection and fault-finding rather than developmental assistance, which discouraged teachers and hindered instructional improvement. They exert favoritism and inconsistency. Unequal treatment and bias in supervisory practices decreased morale and disturbed teamwork. Some supplied helpful input and guidance. Teachers' competence and confidence were increased by supportive supervisors who offered prompt feedback, direction, and mentorship. School heads secure professional development support. Instructional capacity was enhanced by promoting lifelong learning through workshops, peer mentoring, and professional development. Some school leaders perform collaborative monitoring and shared decision-making. Inclusion of teachers in decision-making promotes empowerment, teamwork, and innovation. Teachers

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



received acknowledgment and gratitude from some. Recognizing teachers' contributions increased engagement, motivation, and morale. Their supervisory behaviors are changing. Some supervisors showed progress over time, demonstrating the possibility of development with introspective practice.

School leaders reflected to have Supervision as both hard and developmental - Supervision, even when difficult, gave possibilities for professional growth and resilience. School heads supervision were reliant on school conditions and context. Workload, organizational environment, and school climate all had an impact on how effective supervision was. There weren't many well-run, effective schools. School performance and instructional efficacy were supported by well-organized procedures and robust administrative systems. School leaders were particular in document checking and monitoring. It was ineffective to place too much focus on compliance and document checking without providing feedback; mentoring and balanced monitoring are required. A few school administrators were promoting independence and creativity. Allowing teachers professional autonomy and promoting creativity boosted motivation, innovation, and instructional development.

As based on the teachers' interview transcript, the administrative practices school heads lack of communication and poor coordination. Teachers experienced stress, low morale, and decreased productivity as a result of poor coordination and communication channels. Teacher motivation and performance were negatively impacted by some school administrators' autocratic, opaque, or unsupportive leadership. A few school administrators have competent and encouraging leadership. Positive administrative methods included honest

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



communication, teamwork, inclusive leadership, equal task distribution, and involvement of teachers and community, which increased morale and organizational culture. School administrators place a strong emphasis on issues of transparency and financial stewardship. Effective fiscal management fosters trust, whereas failures in financial transparency undercut confidence and engender distrust. Unfair workload distribution and partiality were exhibited by certain school administrators. Teachers experienced conflict, animosity, and a decline in teamwork as a result of unfair task distribution and partiality. Heads of schools emphasize the value of administration and structure. Well-organized administrative practices and systematic administration were vital for smooth school operations and supporting teaching and learning.

Based on the findings of the study, this proposed recommendation program address issues with the administrative and supervisory practices of school heads, including favoritism, poor communication, authoritarian leadership, and compliance-focused supervision, which have an impact on teacher morale and the quality of instruction. Through workshops, mentoring, peer coaching, and monitoring, this program seeks to improve school heads' leadership, mentorship, instructional supervision, and governance. Constructive supervision, transformative leadership, cooperative decision-making, open administration, and fair workload distribution are all encouraged by the program.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CONCLUSION

From the findings, the following insights were derived:

Teachers' experiences demonstrate that authoritarian, egoistic, and self-centered leadership generates a frightening climate that hinders communication and trust. Teachers' motivation and professional development are hampered by poor communication, partiality, and fault-finding supervision. Nonetheless, instructors' competence and confidence increase when supervisors offer helpful criticism and mentorship, underscoring the vital role that relational and supportive leadership plays in raising the caliber of instruction.

School heads who prioritize professional development, collaborative decision-making, and recognition foster teacher empowerment, engagement, and innovation. Inclusion in decision-making and acknowledgment of efforts enhance morale, generate a feeling of ownership, and promote continual professional progress, proving that leadership strategies focused on people development favorably influence school culture and performance.

Reflective practice can increase the efficacy of leadership, as demonstrated by the changing supervisory actions of some school heads. Furthermore, contextual elements like workload, school climate, and organizational conditions have an impact on supervision, indicating that situational and adaptive leadership is required to successfully address a variety of school demands.

Effective education and overall school performance are improved by well-organized procedures, balanced monitoring, and robust administrative systems. Promoting teacher autonomy and creativity not only inspires employees but also advances instruction,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



demonstrating how administrative proficiency and empowerment foster both professional creativity and operational effectiveness.

Ineffective leadership, unequal task distribution, and poor communication all lower teacher morale, productivity, and teamwork. Supportive leadership that is marked by openness, diversity, a fair workload, and community involvement improves company culture, morale, and trust. Confidence and operational efficacy are further strengthened by prudent financial stewardship and methodical management.

The proposed recommendation program, which aims to develop accountable, transformative, and encouraging school leadership, is a strategic solution to the supervisory and administrative inadequacies that have been discovered. By focusing on mentorship, leadership, instructional supervision, and governance, it addresses difficulties such as authoritarianism, favoritism, and poor communication, establishing a school atmosphere where teachers are empowered, operations are efficient, and instructional quality is strengthened.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Anabo, R.O. (2024). Instructional leadership in school-based management of DepEd schools in Samar Island: Systematic approach review. *Available at SSRN 4799364*.
- Araneta, M.L.R., Catalan, R.D., & Martir, E.M. (2020). Administrative support and teaching quality: Inputs to professional development program. *Journal of Higher Education Theory and Practice, 20(6)*.
- Babao, R. (2022). Evaluation of Public School District Supervisor functions in Region IV-A. *Journal of Educational Administration, 10(1)*, 22–35. Retrieved December 20, 2025, from <https://jea.org/babao2022>
- Barola, R.C., & Digo, G.S. (2022). Profile and level of performance of elementary school heads in leading strategically: Basis for the development of policy recommendations. *Jurnal Pendidikan Progresif, 12(3)*, 1453-1472.
- Basilio, M.B., & Bueno, D.C. (2021). Instructional supervision and assessment in the 21st century and beyond. *Online Submission, 4*, 1-8.
- Bass, B.M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bertalanffy, L. von. (1968). *General system theory: Foundations, development, applications*. George Braziller.
- Boholano, H.B., Jamon, B.E.V., Jamon, M.G.C., & Boholano, G.S. (2021). The lived experiences of basic education teachers during virtual conferences. *Solid State Technology, 64(2)*, 2632-2644.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Braun, V., Clarke, V., & Hayfield, N. (2015). Thematic analysis. In J.A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (3rd ed., pp. 222–248). SAGE.

Capello, S. (2020). Tensions in the preparation of university supervisors: Dual perspectives from supervisors and administrators. *Journal of Educational Supervision, 3(1), 18.*

De Asis, A., Amoyan, S.K., & Tamayo, D. (2023). School Heads' Research Knowledge, Competence, and Challenges Encountered. *WVSU Research Journal, 12(1), 1-1.*

DE CASTRO, J.B. (2023). Developmental Supervision Practices on Classroom Observations of School Heads. *Publisher's Information, 85.*

Deever, D.A., Grubaugh, S., Levitt, G., & Gonzales, G. (2020). Why new career & technical education teachers leave, why new ones stay and how principals affect attrition and retention rates. *Journal of Education and Human Development, 9(2), 1-12.*

Dellomas, J.L., & Deri, R.A. (2022). Leadership practices of school heads in public schools. *United International Journal for Research & Technology, 4(2), 13-26.*

Department of Education. (2012). DepEd Order No. 83, s. 2012: Revised guidelines on the implementation of SBM framework, assessment, and validation process. Manila, Philippines: Department of Education. Retrieved December 20, 2025, from <https://www.deped.gov.ph/orders/do-83-s-2012> (deped.gov.ph in Bing)

Department of Education. (2015). DepEd Order No. 2, s. 2015: Results-Based Performance Management System (RPMS). Manila, Philippines: Department of Education. Retrieved December 20, 2025, from <https://www.deped.gov.ph/orders/do-2-s-2015> (deped.gov.ph in Bing)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Department of Education. (2016). DepEd Order No. 35, s. 2016: Standards for technical assistance provision. Manila, Philippines: Department of Education. Retrieved December 20, 2025, from <https://www.deped.gov.ph/orders/do-35-s-2016> (deped.gov.ph in Bing)

Department of Education. (2017). DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine professional standards for teachers (PPST). Manila, Philippines: Department of Education. Retrieved December 20, 2025, from <https://www.deped.gov.ph/orders/do-42-s-2017> (deped.gov.ph in Bing)

Department of Education. (2019a). DepEd Memorandum No. 173, s. 2019: Enhancing the technical assistance mechanism for schools and learning centers. Manila, Philippines: Department of Education. Retrieved December 20, 2025, from <https://www.deped.gov.ph/memos/memo-173-s-2019> (deped.gov.ph in Bing)

Department of Education. (2019b). DepEd Order No. 21, s. 2019: Use of digital platforms for records management and reporting. Manila, Philippines: Department of Education. Retrieved December 20, 2025, from <https://www.deped.gov.ph/orders/do-21-s-2019> (deped.gov.ph in Bing)

Department of Education. (2019c). DepEd Order No. 32, s. 2019: Guidelines on the utilization of the human resource training and development fund. Manila, Philippines: Department of Education. Retrieved December 20, 2025, from <https://www.deped.gov.ph/orders/do-32-s-2019> (deped.gov.ph in Bing)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Department of Education. (2020). *DepEd Order No. 35, s. 2020: Guidelines on the professional development program for teachers.*

Department of Education. (2021). *DepEd Memorandum No. 076, s. 2021: Strengthening administrative support for teachers' professional development.*

Department of Education. (2021). *DepEd Order No. 12, s. 2021: Guidelines on blended learning support and digital innovations in instructional supervision.*

Department of Education. (2022). *DepEd Memorandum No. 082, s. 2022: Strengthening school leadership and governance.*

Department of Education. (2022). *DepEd Order No. 29, s. 2022: National Educators Academy of the Philippines (NEAP) Framework.*

Department of Education. (2022). *DepEd Order No. 44, s. 2022: Establishing professional learning communities (PLCs) for teacher collaboration.*

Department of Education. (2023). *DepEd Memorandum No. 68, s. 2023: Institutionalizing school-based mentoring programs.*

Department of Education. (2023). *DepEd Order No. 14, s. 2023: Revised guidelines on the implementation of the school-based management (SBM) framework.*

Ebreo, L.D. (2024). Leadership Self-Efficacy, Technology Proficiency and Instructional Supervision of DepEd School Heads: Basis for Management Development Plan. *International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR (iJOINED ETCOR)*, 3(2).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Embodo, E. J. (2024). Supervisory practices of program heads and their relationship to teaching efficacy among teachers in a higher education institution in Tanguib City, Philippines. *Asian Journal of Teacher Development*, 15(1), 101–118. Retrieved December 20, 2025, from <https://ajtd.org/embodo2024>

Fiedler, F. E. (1967). *A theory of leadership effectiveness*. New York, NY: McGraw-Hill.

Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education* (5th ed.). New York, NY: McGraw-Hill.

Gaur, L., Afaq, A., Arora, G.K., & Khan, N. (2023). Artificial intelligence for carbon emissions using system of systems theory. *Ecological Informatics*, 76, 102165.

Gestupa, G.M. (2023). Instructional supervision and technical assistance of master teachers in the division of Taguig City and Pateros. *International Journal for Research in Applied Science and Engineering Technology*, 11(2), 923-936.

Go, R., & Rey, J. (2024). Instructional monitoring and teacher effectiveness. *Journal of Philippine Education Studies*, 12(3), 45–60. Retrieved December 20, 2025, from <https://jpes.org/articles/instructional-monitoring>

Gusano, R.C., Cantos, L., & Mendoza, H.N. (2021). District-school standing: Basis for supervisory and technical assistance plan of the district supervisors. *International Journal of Research in Engineering, Science and Management*, 4(7), 438-441.

Kotamena, F., Senjaya, P., & Prasetya, A.B. (2020). A literature review: is transformational leadership elitist and antidemocratic?. *International Journal of Social, Policy and Law*, 1(1), 36-43.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Latorilla, E. (2012). School-based management implementation: Using the lenses of the schools' SBM practices and school leaders' views toward its reinforcement. *Philippine Journal of Educational Leadership and Management*, 4(2), 25–40. Retrieved December 20, 2025, from <https://pjelm.org/latorilla2012> (pjelm.org in Bing)

Mangadlao, J., & Oropa, J. (2025). Enhancing Supervisory Programs through Instructional Practices of School Heads. *Journal of Interdisciplinary Perspectives*, 3(3), 398-406.

Mette, I.M., Aguilar, I., & Wieczorek, D. (2020). A thirty state analysis of teacher supervision and evaluation systems in the ESSA era. *Journal of Educational Supervision*, 3(2), 105.

Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*, 8(2), 90–97. Retrieved, December 10, 2025, <https://doi.org/10.1007/s40037-019-0509-2>

Nicholls, D. A. (2019). *The philosophical foundations of qualitative research: From assumptions to outcomes*. Palgrave Macmillan.

Oliver, P., & Jupp, V. (2006). Purposive sampling. In V. Jupp (Ed.), *The SAGE dictionary of social research methods* (p. 245). SAGE.

Panol, R.F., Caballes, D.G., Vasquez, A.G., & Ferriol, C.C. (2020). School Heads' Interpersonal, Leadership, and Supervisory Skills in Narra School Districts, Palawan, Philippines. *International Journal of Programmable Device Circuits and Systems*. Vol, 12, 11-12.

Peñalba, A. P., & Cuenco, G. V. (2024). Teachers' perception on the instructional supervision of the technical assistance provider: Basis for strengthening teachers' competence.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Pitogo, M. (2024). Digital governance in DepEd Caraga: A case study. *Philippine ICT in Education Review*, 6(2), 88–102. Retrieved December 20, 2025, from <https://depedictor.org/pitogo2024>

Poloyapoy, K.B., Kilag, O.K., Pareja, J.Y., Erana, E., Pontellano, J., & Guanzon, R. (2024). The Practice and Challenges in Teacher Leadership of Academic Managers: The Philippine Public-School Experience. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(10), 116-120.

Potane, J., Alano, I.A.M., & Ongcachuy, B.L. (2023). Leaders circle in facilitating school heads' instructional supervision practices for continuing professional development. *International Journal of Educational Management and Innovation*, 4(2), 86-98.

Rogers, L.K. (2022). Is role change enough? District organizational supports for principal supervision. *Educational Administration Quarterly*, 58(4), 527-560.

Salva, R.A., Cadavedo, L.O., Cadavedo, S.V.O., & Patinga, K.T. (2023). Technology-assisted and in-person supervisory challenges in Philippine public schools: A comparative analysis. *The New Educational Review*, 72, 148-158.

Suharyanto, A., & Lestari, R.D. (2020). The fall and rise of the contingency theory of leadership. In *Iapa Proceedings Conference* (pp. 479-496).

Torres, M.V., Zerrudo, A.P., Labad, V.S., & Gabales Jr, B.G. (2024). Teachers' views on the conduct of class observation: The Philippine DepEd setting. *International Journal of Instruction*, 17(3), 453-474.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Torneo, A.R. (2020). Public administration education in the Philippines 1951-2020: History, challenges, and prospects. *Journal of Public Affairs Education*, 26(2), 127-149.

Velez, M. (2025). Administrative and supervisory skills of school administrators. *Philippine Journal of Educational Leadership*, 8(2), 77–95. Retrieved December 20, 2025, from <https://pjel.org/velez2025>



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
